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ABSTRACT

This PIALA 1997 Proceedings follows the tradition of publishing papers from each annual conference of the Pacific Islands Association of Libraries and Archives (PIALA). After welcoming remarks from Sue Moses, Kapily Capelle, and Isabel Rungrad, the following papers are included: "Places of Enlightenment, Places of Dreams" (Maradel Gale); "Pohnpeian History: The Challenge of Understanding, Using and Preserving Pohnpeian History" (Rufino Mauricio); "Reference and Information Service with Limited Resources" (Jackson Yang); "Grant Writing: A Panel Discussion Summary" (Judy Caldwell, Dan Perin, Bob Spegal, Jimmy Hicks, Fran Hezel, Marcus Samo, Dana Russo); "The Library: A Place of Enlightenment--Experiences of Some Librarians in Papua New Guinea" (Margaret Obi); "Information and Development in Papua New Guinea: Some Thoughts" (Margaret Obi); "Pacific Literature for Children and Young Adults" (Marilyn Salas); A Strategy for the Control of National, State and Territorial Archives in Micronesia" (Peter Orlovich); and "Collecting English Language Pacific Fiction of the Colonial Period, with Comments on Some Titles" (Carol Mills). (AEF)

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Wasahn Kamarain

Place of Enlightenment

Papers from the
7th Pacific Islands Association of
Libraries and Archives Conference

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PIALA '97

Wasahn Kamarain

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Papers from the
7th Pacific Islands Association of
Libraries and Archives Conference

Edited by
Arlene Cohen

November 3-5, 1997

College of Micronesia-FSM,
Learning Resource Center
Palikir, Pohnpei
Federated States of Micronesia

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PIALA '97 Conference Theme

Wasahn Kamarain
Place of Enlightenment

Wasaha Kamarain, the PIALA '97 Conference theme and also the name of the new Children's Room at the Pohnpei Public Library is a very appropriate description of the kinds of places PIALA members work -- libraries, archives and museums. More that just being storehouses for information of all kinds: books, government records and cultural artifacts, these are places people come to learn -- to be *enlightened*. We are lucky to be facilitators in this experience of *enlightenment*. Ours is a very important role.

Likewise, we feel that PIALA, through its conference and workshops fulfills this role by *enlightening* all of us. To do our work well, we must always be learning. PIALA's goals and purpose are encompassed by this concept as well. We hope that this conference and accompanying workshops will enhance our professional skills and knowledge so that we, in turn, can better help others.

Preface and Acknowledgments

This *PIALA '97 Proceedings* follows the tradition of publishing papers from each annual conference of the Pacific Islands Association of Libraries and Archives (PIALA). Beginning with the *PIALA '93* conference, the papers presented at each conference have been gathered together for publication, hopefully benefitting librarians, archivists, educators and others interested in the Pacific islands.

The first PIALA conference, held soon after PIALA was formed in 1991 was the beginning of what is now an anxiously awaited annual event in the region. Well attended by librarians and archivists from throughout Micronesia, it also draws people from many other parts of the world.

With each past PIALA conference, new traditions were established and special memories shared by those who came. This is just as true with *PIALA '97*. Held on the lush island of Pohnpei in the newly built College of Micronesia-FSM Learning Resource Center, *PIALA '97* was the first to host both pre- and post-conference workshops. The post-conference workshop, *Library Advocacy and Policy Development* was generously funded by our first grant from the International Federation of Library Associations Advancement of Librarianship in the Third World Programme (IFLA ALP). And, to present the workshop, Tuula Haavisto, Secretary General of the Finnish Library Association, was our first European librarian ever to attend a PIALA conference. Another first was the Florence Nalezny Warpea Memorial *Books to Micronesian Libraries* program, established and funded by Rita C. Warpea, a former Pohnpei Public Library librarian in memory of her mother. This year, the program was coordinated by Mark Goniwiecha of the University of Guam RFK Library and provided over 40 Pacific related natural science children's books and posters to the Pohnpei Public Library.

As with all earlier conferences, the success of *PIALA '97* would not have been possible without the energy, support and efforts of many individuals and organizations. The *PIALA '97 Pohnpei Planning Committee*, under the able leadership of Jones George deserves much of the credit for this outstanding conference. Special thanks are also due to Dakio Syne, PIALA Vice-President for his wonderful insights; Chris Bull, for his boundless energy in putting together an exciting program; and Iris Falcam and Judy Caldwell who were always there with ideas, energy and solutions to every challenge, especially those visited upon Pohnpei in the wake of Typhoon Keith ... just days before *PIALA '97*. Another special thanks to Isabel Rungrad, PIALA's President who keeps this editor inspired.

Thanks and appreciation is also extended to the Jacob Nena, President of the Federated States of Micronesia; Jack Fritz, Speaker of the Congress of the Federated States of Micronesia; Senator Berny Martin and Senator Feliciano Perman of the Pohnpei State Legislature and Sue

Moses, President of the College of Micronesia-FSM for their generous hospitality, support and assistance.

Another very special note of appreciation and thanks is extended to Birgitta Bergdahl, Director of the IFLA ALP; Pensri Guaysuwan, Regional Manager for the IFLA Regional Office for Asia and Oceania; and IFLA ALP Administrative Officer Gunilla Natvig for their unwavering encouragement and generous support in funding the participation of eleven Micronesian library association leaders, along with Tuula Haavisto from Finland and Marilyn Salas from the University of Guam. Likewise, to Dana Russell, the Development Assistance Officer in the Department of Foreign Affairs and Trade at the Australian Embassy in Pohnpei for her assistance in obtaining AusAID financial support for Dr. Peter Orlovich's participation.

The generous support of Tom Riefe, Bank of FSM President and CEO, Pohnpei Water Company, Nihco, FSM Telecommunications, SEI Restaurant, Mobil Oil, The Flamingo Club, Moylan's Insurance, Across the Street Bar, Bank of Hawaii, Lih en Alem, Pohnpei State Tourism, True Value Hardware, Island Traders, ACE Hardware, Pohnpei Arts & Crafts, The Fisherman's Store, Nancy Barker of Econoclad, and Gerald Knight of the Alele Museum in Majuro also contributed to the success of the conference. Thanks also to the many vendors who generously provided materials, although they could not join us.

Kevin Thinom, a College of Micronesia-FSM student and artist, deserves a very special thanks for his beautiful artwork. This young prize winning artist contributed two designs, used throughout the conference. His design for the *PIALA '97* tee-shirts is reproduced as the front cover of this publication and his other illustration appears as the *PIALA '97 Conference Theme*.

And lastly, a special thanks to Bruce Best and Mike Dabchur of the University of Guam PEACESAT station for keeping up with the challenges of using the satellite to help keep the PIALA Board members in touch over these many years; and to my husband Steve who has given up spending many weekends with me this past four years as I edited these *Proceedings*!

Arlene Cohen, Editor
Mangilao, Guam

July, 1998

Welcoming Remarks

Sue Moses, COM-FSM President
College of Micronesia - Federated States of Micronesia
Palikir, Pohnpei
Federated States of Micronesia

Thank you very much and good morning everyone. It is my pleasure to welcome all of you to the College of Micronesia-FSM. I would like to begin with some apologies. One is an apology for me. Maradel [Gale] and I came in late last night on that flight that was delayed and canceled and finally rescheduled. I am a bit bleary eyed and someone told me I looked a little tired this morning, so if I say something that does not make sense, please excuse me.

The other thing is that our campus is open but not quite done yet, so please be careful when you are walking around campus. We encourage you to walk around, to explore and to talk to our students and staff. We are totally open to you, but just be careful. We don't want you to fall because our walkways are not done yet, as well as the landscaping. We have the funds, but it has just not all come together yet. Hopefully, the next time you come we won't have to warn you about all these pitfalls.

We also just had a typhoon scare here. We are all wrapped up in plastic, our windows are still taped and that may lead to some inconvenience. For all these inconveniences, we apologize. But in spite of all that, we welcome you! We welcome you warmly and we will do everything we can to make you feel at home here.

And, while I have access to the microphone, I'm going to do more than just welcome you. I'm going to challenge you this week. I think all of you attend lots of conferences and I can see that many of you know each other. You have been embracing each other, talking story and that's wonderful. Certainly and hopefully that will be one outcome of this conference. But, at the same time, we have challenges facing us and I would like to pose two for you this morning.

The first challenge comes from taking a look at your agenda where I saw the word *networking* appear in several places. In the old days, we could make lots of excuses for not being able to work together, more closely together. We could claim distance, we could say, "Oh, you know how the mail is," or we could say poor communication like, "You have to shout in the phone or over the radio." We could say poor transportation and the list goes on and on. We had lots of excuses for not being able to work together or share information. Although some of those

barriers still exist, many of them can now be overcome through the use of technology. We can't use those excuses any longer. So as you work together and make promises to work together throughout this week, please keep in mind and try to challenge yourself with how we can take advantage of the technological advances that have been made in the past several years. How can we use them to enhance and strengthen the sharing of information and resources throughout the region and the world, for that matter, because we are fortunate to have folks here from throughout the world? Such sharing and networking can only benefit all of us.

The second challenge I would like to pose for you is that if certain resolutions or action statements result from this conference, and I certainly hope they do, let's not just smile, shake hands and then go back home and carry on business as usual. Let's resolve to follow through on whatever promises are made here for the benefit of our students and the citizens of the nations that you represent.

Those are the two challenges I would like to leave you with this morning. Lastly, I would like to say once again, welcome to the College of Micronesia-FSM. We are all here, all of the staff and students and we are open to you if you need anything. Just give us a nod and we will try to do what we can to help you make your stay here as comfortable as possible.

I wish you a successful conference. Thank you very much.

Isabel Rungrad, PIALA President
Yap State Public Library
Colonia, Yap
Federated States of Micronesia

Good morning everyone. I wrote a long speech but I think I don't have to worry about that and I'll just say what I have on my mind.

First of all, I would like to thank Mr. Jones George for putting together the Planning Committee for PIALA this year and also my colleague, Mr. Dakio Syne and those of you who worked on this year's PIALA conference. I would like to recognize Sue Moses, the President of the COM-FSM; Kapily Capelle, the Director of Administrative Services; and Dr. Maradel Gale, who came from Eugene, Oregon. She is not a stranger to all of us - - we have worked with her for many years. If I left anybody out who is very important, please excuse and forgive me because I am so nervous.

I thank you all for coming to join us this year. This is my first time as the PIALA President

and the first time at everything. I welcome you all to the PIALA 1997 annual conference. Good morning ladies and gentlemen. Welcome and thank you all very much for all you have done. This is all I want to say this morning. Thank you.

Kapily Capelle, Director
Federated States of Micronesia Office of Administrative Services
Palikir, Pohnpei
Federated States of Micronesia

Good morning and welcome to you all. Thank you Jones George and the PIALA President.

I'm glad to be here this morning to join my colleagues in greeting and welcoming you to the capital state in the Federated States of Micronesia. *Kaselehlie* and welcome to Pohnpei. I hope you enjoy our island hospitality and that your short stay here will be a rewarding one. I'm sure it will be because you were here when Typhoon Keith didn't come to Pohnpei! And, please let me know if my office can be of any assistance to your during your stay.

Your mission is important and needed in the development of our young nation. Your mission is also important in the development of human resources for the island nations in the Pacific. Your association, PIALA, is needed and required. I understand the theme of your conference this year is *Places of Enlightenment* or places where people access information, learn from it and use it appropriately. In some ways, your theme reminds me of another expression -- *information is power*. The strength of your organization rests in part in your ability to harness, utilize and manage the resources of information in your libraries and archives for educational purposes.

Your purpose, your cause, your responsibilities and your duties are vital to our national development. Without your dedicated and committed support to our educational institutions, many critical facets of our human resources development may not be realized.

Your mission supports the call of education in Micronesia and we want to thank you for that. With good education, our future leaders can realize and pursue appropriate political, social and economic developments for this nation. You have done so much for the development of this young nation and I'm sure that your deliberations this week will have a great impact on our future work and development.

In closing, I would encourage the association to assist in finding ways to support, to improve and to develop existing facilities, particularly in our young and neighboring atolls and rural

communities. The FSM National Government has taken steps in this direction. With backing from my office, and from the Department of Education and the Department of Health Services, the FSM President has supported and submitted to the FSM Congress a resolution for this country to become a member of UNESCO, the United Nations Educational, Scientific and Cultural Organization. In our recent hearings, things look promising. We are hoping that we will get there as soon as the congressional session ends in the next week. When this nation becomes a member of UNESCO, we are hoping for more support to help construct our needed facilities and also develop programs in these areas.

Again, welcome to the capital of the FSM. A special welcome is in order to our neighbors from the west who braved the wrath of Super Typhoon Keith and made the effort to be here. My office is open to you all. Come and visit. Jones George, Rufino Mauricio and my other staff members will assist you and help ensure that this conference is fruitful.

Have a pleasant stay in Pohnpei. Thank you.

Places of Enlightenment, Places of Dreams

Maradel K. Gale, Ph.D.
Micronesia and South Pacific Program
University of Oregon, Eugene, Oregon

I am delighted to be here! This day -- being asked to speak with you -- brings together my three life-long loves: books, libraries and the Pacific islands. Because I know you will have plenty of time during this conference to discuss the more serious pursuits of library development, I decided to use my time with you to tell some stories. Not that this strays far from the role of libraries -- since they house books which tell many stories, even after the original story-tellers are long gone from this earth.

When I was a child, I grew up in a large city -- Seattle. Perhaps because we moved a lot when I was very young, my parents did not *own* many books. We had a tiny maple bookcase, just two shelves, which held about a dozen books. I can still remember most of the titles in that little bookcase. And one of the books was specifically designated as "Maradel's book." It was a copy of *Little Women*. But as a child, I was disappointed when I looked at my book. It was much too advanced for me, and I could not read it until I was older.

A lack of books did not mean we didn't read in our home. My parents always made sure we lived close to a neighborhood public library. Some of my early memories were of walking to the library with my Mom and my sister. On other occasions we took the bus to get there. I got to select books which my Mom or Dad read to me in the evenings before I went to bed. I remember being told to take good care of the books so other kids could also enjoy them.

Getting my own library card was a big event for me. It happened about the time my parents decided I could go to the library by myself. I also remember the day I finally received a *young adult* library card, which meant I could look for and check out books from throughout the library, not just the children's section.

When I was in the fourth grade, my family moved to a home in Seattle which was only six blocks from a branch library. During the summers, I walked to that library several times a week, bringing home as many books as I was allowed to check out (and as I could carry), which I then eagerly devoured. Even as a child, I remember I wrote up *library cards* for each book I read, noting the author, title, and my comments about the book! It was at some point during this time -- between 4th and 6th grade, that I *discovered* the Pacific islands. This

discovery had -- and continues to have -- a profound effect on my life. And it was all due to one book I happened to read.

As I remember it, the book told a story about a young girl who traveled on a copra boat throughout the south Pacific. While it was only a novel, it included information about the geography and cultures of the Pacific islands. I was fascinated with what I read. "Coconuts provided food, milk, water and possessed wonderful medicinal properties, as well as nourishment, as the splendid bodies of the people living on them for a diet proved. Coconuts, plus fish, were the main foods of the hardy folk of the islands of the Pacific." (von Tempski, 1941, p. 11).

At the time I read that, my only exposure to coconut had been the sweet, dry grated kind from a package. We put it on the top of cakes. I talked my Dad into buying a coconut that we found at the grocery store in Seattle. It was a hard, brown nut with three eyes at one end. We cracked it open with a hammer and found a tiny amount of a thick white juice inside, along with difficult-to-extract dry white *meat* which, as I recall, didn't taste at all like coconut to me. I couldn't begin to imagine how people could live on what I knew of as *coconut*!

Another passage I remembered was, "[a]s the *Manu-iwa* streaked forward, the island grew more distinct. The low green blur, like a cloud, became solid . . . As they sailed closer, she saw that Ururutu was a perfect oval, composed of a number of little islets on which trees and shrubs grew. This oval was enclosed by a hidden reef, several hundred feet wide, over which surf was bursting and . . . spilling acres of creaming foam into the still water inside." (von Tempski, 1941, p. 42-43). With those words to guide me, I created a wonderful picture in my mind of that atoll. When I actually saw this sight from a boat, some forty-plus years later, it struck a deep chord within me.

That book and its descriptions totally enchanted me. From that point, my reading became much more focused -- I read other Pacific-related books by the same author, and whatever else I could find about the Pacific. I even found an old book on how to speak Hawaiian, which I studied and tried to memorize. Oddly enough, those language lessons stayed with me and when, many years later, I first visited parts of Polynesia, I recalled pronunciations and meanings from that early reading and self-study.

As my reading became more focused, my dreams also turned to the Pacific islands, and I vowed that one day I would visit this region.

What was the book that made such a powerful difference in my life? It was *Judy of the Islands*. Thanks to the Pacific collection at the Hamilton Library at the University of Hawaii, I was able to find the name of the author of *Judy*, Armine von Tempski, which I had long forgotten. In fact, it was in that library that I was re-united with a copy of this book which had so made an impact on me in my youth. Later, after several years of searching, I managed to find a copy of the original book.

Places of enlightenment -- places of dreams!

It was a long time after I read *Judy of the Islands* -- and many other books about the Pacific -- before I actually got to visit the islands. In the interim, I visited many other parts of the world, but there remained a dream to go to the Pacific. That finally happened when I was granted a sabbatical leave from my teaching position at the University of Oregon. I planned a six-month journey, beginning with a trip on a trading boat plying the waters of French Polynesia. My inexperience with this sort of travel and my sea-sickness, limited the trading boat experience to this one adventure, but I did visit and enjoy much of the south Pacific on this sabbatical. And I returned to Oregon with an idea -- with another dream -- to find ways to link my graduate students and community professionals with whom I worked with people in the islands so they could exchange skills and information. This dream became the University of Oregon's *Micronesia and South Pacific Program*.

Some of you in the audience may remember Mary Ann Lund. She was the first student/ professional to travel to Micronesia under the *Micronesia and South Pacific Program*. Mary Ann's job was to find all the libraries in the freely-associated states of Micronesia and conduct an assessment of them. On that 1989 trip, Mary Ann identified some 20 libraries in Palau, the FSM and the Marshalls. Some were barely in existence, others were functioning at a high level. Based on Mary Ann's assessment, the *Micronesia and South Pacific Program* designed a three-week training program for the librarians, to be held at the University of Oregon. Eighteen librarians accepted the invitation to join us -- many of you are here today! For some of these librarians, this was the first trip to the United States mainland. I think for all of them, it was the first white-water rafting trip.

One of the results of this basic skills training was the opportunity to meet and work with other librarians who were dealing with the same problems and issues -- remote locations, books not being returned to the library, mold and termites attacking the collections, introducing books to largely oral cultures, difficulties with ordering and receiving new materials, lack of consistent funding -- to name a few. Our hope in holding this workshop and housing everyone in the dorms together, was that a synergy would be created which would encourage the librarians to assist each other to begin to solve the problems faced by their libraries -- be they public, school or college, or specialized libraries. Your presence here today is an indication of the success of that workshop. PIALA was formed in part as an outgrowth of this initial workshop -- when the participating librarians began to get to know one another, exchange ideas and learn how they could support and assist each other.

And just as important for me was another result of that early workshop. I gained some wonderful friendships from knowing and working with many of you. Whenever I walk into a library in Yap or Kosrae, Palau or Pohnpei, Chuuk or Majuro, I see there a friendly warm smile and receive a gracious welcome. As I have gotten to know you, I have valued our differences and have been enlightened by them. And I have had the great pleasure of watching you dream and manifest those dreams. Who would have guessed that Isabel Rungrad would

end up going to a library conference in Denmark? Or that the Rose Mackwelung Library would incorporate so well both public library and school library functions? Or that the Marshall Island High School Library would grow and develop into such a rich resource? These are only a few of the remarkable changes I have seen. And I know there will be more.

The University of Oregon *Micronesia and South Pacific Program* has continued its involvement with the libraries. Jane Barnwell -- who eventually deserted her post at the University of Oregon for a life in Palau -- conducted a follow-up post-workshop assessment a while ago. We have placed librarians (Andrea Winship, Linda Huston, John Conrow, Calista Steadman) on Pohnpei, Kosrae and Majuro for three month periods to continue the library development in those communities. More recently, we have been working with individual libraries to help them meet their specific needs as we can acquire funds to do so.

One of the puzzles that I keep in mind as I visit and work with the libraries has to do with the nature of libraries in Micronesia. Given the very different cultures on each island -- different from each other and even more different from the United States or Australia or Japan -- I wonder: what is a *Micronesian* library?

What should be the goals of a library in Kosrae, or in Yap? How can these libraries play a key role in their own culture -- especially when that culture is not traditionally focused on books? I don't believe it necessarily makes sense to replicate the typical Seattle neighborhood library here in Kolonia -- but what *does* make sense here for a library? I have already mentioned some of the problems faced by the libraries themselves. And there are also very urgent issues of loss of traditional values and knowledge as elders die without passing on their secrets to a preoccupied younger generation.

So how can libraries function with these constraints and challenges? What can libraries do to help solve local cultural problems? How can our island libraries truly assume their role as places of enlightenment within the local culture? That is the challenge for each of you -- to dream the dreams that will guide you to make your libraries the new centers of learning, understanding and enlightenment that are needed in your communities. No one can tell you what that will look like, nor how it will function. It will be somewhat different in each situation -- what is needed at the College of Micronesia will be different than at the Pohnpei Public Library or at Christopher Library at the Ponape Agriculture and Trade School.

As librarians, you can lead your constituent community in dreaming about and designing the place of enlightenment needed for your own patrons. These won't all look or be the same, nor should they. To truly function as places of enlightenment, these must reflect and resonate with the communities and culture which they serve. I invite you to begin -- or to continue -- to dream about what your library can be -- how can it truly be a place of enlightenment in your community?

Finally, to show you that dreams can come true, I want to share with you one more story. I

told you that my family owned very few books. My Dad, especially, believed wholeheartedly in the use of libraries, and made sure we always lived near a public library.

Perhaps in reaction to that lack of our *own* books, I began during junior high school to ask for books for my birthday and Christmas. Somewhat reluctantly, my parents occasionally gave me a book I had requested. When I got to college, I was delighted to discover that students were actually *expected* to buy the books required for their courses. While I wasn't turned on by my organic chemistry text, I certainly loved the requirement to buy the books for my literature courses! When other students sold back all of their books at the end of the semester, I often kept some of my favorite books.

By the end of four years, I had quite a nice collection of both required and recommended books. Luckily I married a man who also enjoyed books. We carted those volumes back and forth across the United States as we moved from undergraduate to graduate school and then to our university jobs. As the books piled up -- I didn't stop buying books when I finished my formal education -- I began to dream of a library for my books. The picture took shape in my mind, where it stayed for many years. Finally, a few years ago, I was able to bring that dream into reality when I added a room onto my home -- a real library for my personal collection of precious books.

Now I can use my own library, as well as that at the University of Oregon and the Eugene Public Library. So from both my childhood dreams of visiting the Pacific islands -- stimulated by a book, and my dream of my own library -- stimulated by too many books -- I know that dreams can come true. So dream big for yourselves and for your libraries, and see what you can create!

Thank you very much for the opportunity to be with you at this conference.

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Pohnpeian History: The Challenge of Understanding, Using and Preserving Pohnpeian History

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Introduction

In beginning my discussion, I would point out that I am simply an initiate -- an apprentice, if you will -- in *poadoapoad* or the learning and practice of Pohnpeian history. I can memorize and narrate Pohnpeian history. But, I have yet to gain the maturity and sufficient wisdom to interpret, explain and -- more importantly -- properly and effectively use Pohnpeian history. I will also preface this discussion with a salutation in the form of an honest confession, a definition and a parting request.

Conventionally, every local historian, or *soupado,* begins a narrative with a respectful salutation ***(kemwetimwet)*** and ends the narrative with a parting request. With due respect for these conventions, I salute you and those who will read this paper with the confession that ***pirakih me I pwa, me ese nek kainenehla,*** or my story is not straight -- those who know more should make it straight. My parting request is ***ai soai pwoat rohrohwei,*** or my story is carried forth. Later in this discussion I will explain the significance of the greeting and the request.

There are many ways to perceive history and definitions of history will vary depending on numerous factors. In this paper, history is broadly defined as, "projected contemporary thought about past actuality. This thought is integrated and synthesized in contexts in terms of culture, sequential time, and contemporary values and interest" (Deetz, 1988, p. 15). This definition is broad enough to cover all aspects of Pohnpeian history discussed in this paper.

I will begin with a short synopsis of the chronology of Pohnpeian history and discuss the notion of eras or periods of Pohnpeian indigenous history. I will then discuss four categories of event-related information and sacred knowledge information. I hope that my presentation will stimulate some interest and discussion about the challenges of preserving the oral component of narratives of history and culture. We should also be concerned with the extent to which we as archivists, librarians, educators and preservationists carry out the responsibility of guarding the information of sacred knowledge.

Chronology of Pohnpeian History

On the basis of archaeological and linguistic evidence (Bellwood, 1979, 1987; Shutler & Marck, 1975; Bender, 1971), it is becoming evident that the Polynesian and Micronesian Islands were among the last places in the world to be discovered and settled by human populations. The islands of the Federated States of Micronesia were formed at various times during the last 20 million years. Information on the geological history of Yap State is not available, although there is evidence of human settlement on Yap about 2500 years ago (Craib, 1983). Chuuk Island was formed about 15 to 20 million years ago; yet, the ancestors of the people of Chuuk arrived on the island only about two thousand years ago. Pohnpei Island was formed about 10 million years ago and the ancestors of the Pohnpeians arrived there about 2100 years ago. Kosrae Island, the youngest of the group, was formed about 5 million years ago and the ancestor of the Kosreans arrived on that island also about 2,000 years ago.

For Pohnpei State, the following chronological sequence have been derived, although more work is needed to refine this sequence. Based on dated stratigraphic sequences obtained from test excavations in Awak Valley, Wene, Sapwtakai, And Atoll, and Nan Madol, William Ayres proposed a six-phase culture history sequence (Ayres, 1990, p. 189). The six phases are the Settlement and Adaptive Integration Phase, the Peinais Phase, the Nan Madol Phase, the Isohkelekel Phase, the Early Contact Phase, and the Historic Phase.

The Settlement and Adaptive Integration Phase spanned the time period of pre-500 B.C. to A.D. 1. Documented early human occupation of Awak Valley indicates early forest clearing. Evidence from Awak and Nan Madol shows extensive use of calcareous tempered pottery, shell tools and shell ornaments during this time.

The Peinais Phase, named after the Peinais coastal site in Awak Valley, spans the period of A.D. 1 to 1000. Evidence of breadfruit storage pits or *kahlipw*, house foundations, and pottery with simple decorations is associated with this phase. The use of columnar basalt for construction purposes begun during the latter half of the Peinais Phase.

The Nan Madol Phase follows the Peinais Phase and is named after the megalithic site of Nan Madol, located along Pohnpei's east coast. This phase spanned the period of A.D. 1000 to 1500. From the Nan Madol Phase, there is clear indication the manufacture and use of pottery declined and finally disappeared during the latter part of this phase. More elaborate residential architecture and stylized tombs or *lolong* emerged during this phase. This is perhaps indicative of the expansion and formalization of the Nan Madol complex as a sociopolitical and ritual center.

The Isohkelekel Phase spanned the period, A.D. 1500 to 1800. This phase is named after the legendary conqueror of the Saudeleur political regime. The Nahnmwarki polity emerged during this phase. Pottery was no longer in use and various styles of community meeting houses or *nahs* emerged. Disintegration of the Deleur polity occurred. The occupation of Nan Madol's ritual and administrative areas declined and culminated in the eventual demise of the

political and ritual functioning of Nan Madol as a center. Some ritual activities continued at Nan Madol until the late 1800's, long after the site was abandoned.

The Early Contact Phase spans the period A.D. 1800 to 1885. This period marks the beginnings of relatively more frequent contact predominately between the Pohnpeians and the Euro-Americans who were involved in international whaling enterprises. Trading of local materials and foreign goods occurred between the islanders and the foreigners. In 1852, the Boston Missionaries introduced Christianity to the island (Hezel, 1979; Hanlon, 1988).

The Historic Phase spans from A.D. 1885 to the present. Official colonization of the island occurred, beginning with the Spanish colonial period (1886-1899), the German period (1899-1914), the Japanese period (1914-1945) and the American period (1945-present).

The above discussion represents one way of organizing one's thoughts about the history of the Pohnpeians through time. In this scenario, one uses absolute calendrical years and evidence of occurrence of actual events to form an account of history. Using this basis, my discussion indicates that cultures changed over time, with the underlying assumption that the Pohnpeians participated in a less complex way of life, moving towards a more complex way of life during the last two thousand years or so.

What about the Pohnpeians themselves? What is their view of their own history?

Era or Segments of Pohnpeian History

I will argue here, based on my investigation of the Pohnpeian oral traditions, that the Pohnpeian oral historians also believe in a progressive Pohnpeian society through time. In Pohnpeian oral historian Luelen Bernart's book of Pohnpeian history, he mentions that his work, "informs us about how the reigns (*mwehi kan*) and times (*ahnsou kan*) improved, for the reign of enlightenment (*mwein marain*) has been always increasing." (Bernart, 1977, p. 7).

Unlike the chronological history scenario, the Pohnpeian oral historians do not segment their periods or eras with absolute dates. They simply segmented the two thousand year history of human occupation of the island into "eras." Each era is named, and all the eras are sequentially ordered. Although the Pohnpeians did not develop any calendar, they had a time reckoning system based on their knowledge of the movements of the celestial bodies in the sky.

The two Pohnpeian terms used to roughly mean era or period are *ahnsou*, literally meaning familiarity with the sun; and *mwehi*, literally meaning to segment or to separate. The term *mwehi* is used for each named era of Pohnpeian history.

According to the oral traditions, there are four eras or periods in Pohnpeian history. These are known as Mwein Kawa, the era of the ancient times (First Period); Mwein Saudeleur, the

Saudeleur Era (Second Period); Mwein Nahnmwarki, the Nahnmwarki Era (Third Period); and Mwein Wai, the Foreigners' Era (Fourth Period). The Fourth Period is further divided into Mwein Spein (Spanish Period), Mwein Sehmen (German Period), Mwein Sapahn (Japanese Period), and Mwein Ahmerka (American Period).

The recorded Pohnpeian narratives (Hambruch, 1932, 1936; Bernart, 1977; Silten, n.d.) and some contemporary oral historians' accounts of what transpired during each of these periods have slight variations, with agreement in a number of major past occurrences. I will briefly discuss Luelen Bernart's and then Lewis and Ricardo Kehoe's accounts of these periods.

In Bernart's narrative, *The Book of Luelen* (Bernart, 1977), he discusses some major happenings of the Fourth Period. My discussion excludes this, but puts emphasis on important elements of Pohnpeian history highlighted in Bernart's discussion of the First, Second, and Third Periods. I view four episodes of history reflected in Bernart's narrative: construction or building of Pohnpei Island; initial and subsequent settlement of the island from the eastern, western, and southern directions; social organization development; and development of religion. Development of social organization and religion allowed for the initial and subsequent political development on Pohnpei.

Several narratives of the First Period in his book pertain to the sacred "construction" of the island. In the beginning Pohnpei was a naked basaltic outcrop jotting out of the ocean. With the assistance and guidance of the deities, the early settlers brought soil and literally built land on that rock. Because humans were involved in the building of this land, the island is sometimes referred to as Pohnpei *uh*, literally upright Pohnpei or sovereign Pohnpei. Today many people often refer to the island as Pohnpei *sarawi* or upon a sacred stone altar; hence, recalling the legacy of the deities' involvement in the construction of Pohnpei.

Along with the narratives of island construction are narratives that pertain to the development of the island's biosphere and its protection. The island is protected from large ocean waves by the barrier reef. In this context, the barrier reef is known as *katengen wot* or *katengen sed* where *katengen* means to hold it together or secure and *sed* means ocean or sea. The fringing mangrove forest is referred to as *katengen ihd* or *ahk*, meaning security or protection of the mangrove. A vine that tends to grow thickly on the shorelines of Pohnpei is another protection of the island known as *katengen ioar* or protection of the shore. The banyan trees are the protectors of the soil of the land and are known as *katengen savw*.

During the First Period the island was settled, "constructed," and secured. Oral historians whose work I have read or consulted with all agree with Bernart's view that seven voyages were made to the island. Unspecified islands to the east, west and south of Pohnpei are mentioned as points of origin of these voyagers.

On the first voyage, one woman, referred to as Limwehtu, was left behind to populate the island, while the remaining voyagers returned to their place of origin. The legendary couple Konopwel and Likarepwel came to the island on the second voyage, never returning to their

original island. They helped in the construction of the island as the people apparently did not have any houses or shelters. "For a long time, the Pohnpeians use to live under rocks" (Bernart, 1977, p. 10).

The legendary characters Peklap (literally, great request); Pektik (literally, small request); Sohtik, (literally, economical); and Sohlap, (literally, wasteful) arrived on the island with the third voyage. According to Bernart (1977), Pohnpeians were living in simple shelters at this time. The legendary character, Materiap, arrived on the island with the fourth voyage. He was known for propagating the ivory nut palm, the leaves of which are used for thatch roofing.

The fifth voyage was a returning voyage by the ancestors of Limwehtu, coming to return Limwehtu to her home. She refused because she already had descendants on Pohnpei whom she loved. This represents the first episode of clan formation or the development of social organization on the island. Also with the fifth voyage, the character Mesia arrived on the island and introduced fire.

The narrative of the sixth voyage emphasized specific characteristics of the emerging social organization and its localization. Elements of matrilineal sibling relationships and localized settlements of the female founding ancestors in the characters of Lisoumwokaiap, Lisoumwokeleng, Nahliam, and Lipohnsapani were emphasized. The narratives clearly indicate existence of small matrilineally-based territories dispersed over the landscape.

The legendary characters Olosohpa and Olosihpa came to Pohnpei during the seventh and last voyage to the land from Katau Peidi (land to the west or south) and were responsible for the construction of Nan Madol. Olosohpa became the first Saudeleur ruler of Pohnpei. The seventh voyage, with the subsequent proliferation of events and major happenings, mark the beginning of the Second Period or the Saudeleur Era.

I associate this period with major developments in religion and the religious belief systems on the island, based on the lengthy oral narratives of Olosohpa and Olosihpa. These narratives indicate they were the founders of the belief or religion known as Nahnusuhnsapw or Pwongin Nahlimisohnsapw. This religion is based on a complex system of ritual practices that pertained to worship of both the land and the sea. According to the oral traditions, Olosohpa and Olosihpa looked for suitable places where their rituals of Nahnusuhnsapw could be performed successfully. They found the area of Nan Madol as the most suitable place. The strong believe of Nahnusuhnsapw, in part, enabled them to initiate the work of Nan Madol, establishing a centralized political system with Saudeleur, the one absolute ruler of the island.

In part, the traditional political system of Pohnpei evolved from religious beliefs and rituals. What has come to be known as the prestige economy of Pohnpei, an elaborate tribute system, emerged during the Saudeleur era. There were seventeen Saudeleur Rulers of Pohnpei, although the names of only fourteen of them are remembered today. Soakonomwei (literally, demanding of the era) was the last Saudeleur.

Saudeleur Sokonomwei was conquered by Isohkelekel, the culture hero who decentralized the Deleur island-wide political regime and initially divided it into three independent *whei* or municipalities. Today, we have two additional *wehi*. Each of the five municipalities are headed by a *nahnmwarki* and a *nahnken* (paramount chiefs). The conqueror Isohkelekel was the first Nahnmwarki of Pohnpei, hence, beginning the Third Period or the Nahnmwarki Period. The Third Period witnessed the transition of the emerging political system from a one based on religion to a secular system. Most of the narratives of this era or period pertain to the socioeconomic and sociopolitical development of Pohnpei.

The narratives of the Kehoe brothers emphasized seven major episodes in the history of Pohnpei. These are Island Creation/Construction; Initial Settlement; Flooding & Repopulation; Resettlement and Clan Formation; Saudeleur's Era; Isohkelekel/ Nahnmwarki Era; and the Euro-American Era. Their account differs from the accounts of other oral historians only in that they introduced the Flooding and Repopulation episode into Pohnpeian history.

The discussion above reflects perspectives of history from the Pohnpeians' point of view. They differ from the chronology-based history in that the materialistic aspects of the society (technological development, monuments, architecture, arts, economics) are downplayed. Emphasis is given consistently to human affairs, human relations, and affiliations of humans and deities (ideology) among other things. Secondly, chronology-based history is often articulated and sustained in the academic profession, while Pohnpeian indigenous history is essentially a social or cultural discourse.

Cultural Contexts of Pohnpeian History

Pohnpeians think of themselves as part of a stream of continuous events. Therefore, history, or knowledge of past happenings and events; the transmission of this knowledge from one generation to another; and the appropriate use of this knowledge is a way of life subjected to normative societal rules and conduct. These normative rules and conduct are referred to as the cultural contexts of Pohnpeian history, some of which are discussed below. Such cultural contexts are integral to the oral nature of indigenous histories and cultures and must be understand and maintained by us.

The Confession and the Request: Customs of Practice of History

The term for history in Pohnpeian is *poadoapoad* and has two meanings. The first is the act of telling a selected group of narratives of the traditions, and the second is the act of cultivation or propagation. The second definition is a metaphor *(karasaras)* for the first definition. This suggests that Pohnpeians value both the passive learning of history and active practice of history. All Pohnpeian historians are teachers in their own rights. Thus, the parting request, *my story is carried forward*, is directed to the learners of Pohnpeian history. As a practitioner

of history, a Pohnpeian historian is obligated to make this request. In doing so, both the teacher and the learner admonished a fundamental premise of Pohnpeian general history, that the story of the Pohnpeians must continue through time.

I think we all agree that searching for the ultimate truth is not a goal of history. Pohnpeian oral historians know very well that any one single historian on the island cannot possess complete knowledge and truth of Pohnpeian history. Thus, the salutation I gave at the beginning, *my story is not straight, those who know more should make it straight*, is an honest confession. Furthermore, many Pohnpeian oral historians believe that their knowledge or inner content of history is an essential part of their physical existence. Once they reveal everything they know, they will die.

Furthermore, this confession communicates a host of other unexpressed meanings, some of which, in turn, allow for the manifestation of what is considered normative conduct and understanding among the Pohnpeians. For example, in the context of Pohnpeian history as a social discourse, the confession is understood as an act of courtesy. It evokes the cultural values of humility (*impahi, karakarahk, aktikitik*) and respect *(wahu)*. When a narrator of Pohnpeian oral traditions properly salutes his or her audience, the narrator possesses important cultural values. Through this salutation/confession, the narrator essentially requests and automatically obtains public trust to disseminate oral tradition information.

In addition to the salutation, a Pohnpeian oral historian also observes other traditions when the situation calls for them. For example, when an oral historian is narrating a story to the paramount chiefs, this confession will be made and followed by a chant called *pilepilenpwong*, literally translated as waters of the night. Moreover, when one oral historian formally requests knowledge of the traditions from another oral historian, he or she is required to offer the other oral historian a *sakau* or kava, known as *sakau en pwahda* or kava of talking.

Classes of Information in Pohnpeian Oral Traditions

I categorize information in the Pohnpeian indigenous history or oral traditions into four major categories (Mauricio, 1992, p. 351-380). The first of these categories is referred to as *koasoi* or *soai en Pohnpei* -- *koasoi* meaning conversation or story, and *soai* meaning folk tale or legend, which are all included as oral tradition information. Pohnpeians were and continue to be great storytellers, having a vested interest in folk tales and legends. During the last century and after, they learned Japanese, European and American folk tales and legends, translated these into the Pohnpeian language and modified the scenes and characters to appropriately fit Pohnpei. Life history narratives, as well as narratives of contemporary major happenings such as the emergence of modern governments, are also included in this category.

This is the most dynamic category of oral history information and it is accessible to the general public. Stories for entertainment are formulated and innovated in this category and everyday stories of major contemporary happenings (the actual events) are created, formalized and

eventually become *koasoi poad* or *poadoapoad*.

The second category, referred to as *mengihtikin* Pohnpei, literally translates as details of Pohnpei or detailed stories of Pohnpei. Stories in this category describe in detail, with a great deal of precision, some aspects of applied or practical knowledge of specialized social behavior and specialized skills. Stories that pertain to skills of canoe-making, net-making, house construction and masonry are included in this category. Narratives that pertain to programs of various feasts, proper behavior in the presence of the chiefs, communication skills in the high language, proper behavior in the community meeting house *(nahs)* and local medicine formulas are all included in the *mengihtikin Pohnpei* category.

The knowledge and skills gained from the stories in the *mengihtikin Pohnpei* category continue to guide traditional political activities, economic transactions and activities and help maintain respect among the people. The discourse of the narratives in this category is characteristically more descriptive and less explanatory. Some of the narratives that belong to this category are considered sacred knowledge, in part, because magical formulas are involved.

The third category, referred to as the *Audepen Pohnpei* or content of Pohnpei consists of narratives or stories that may further be subdivided into those pertaining to the history of the land (*poadoapoaden sahpw*) or natural history, and those pertaining to the history of the people (*poadoapoaden aramas*). The former include all stories that pertain to the cosmos, supernatural beings and forces, and the creation of the natural environment. The latter include stories that pertain to the origins of the sociocultural institutions such as clan histories, the fission and fusion of clans, and the development of chiefly clans (Mauricio, 1987); the settlement of the island, including migration, establishment of local communities, emigration; and life crises stories such as war, typhoon, famine, smallpox.

The majority of the stories in this category are considered sacred. They pertained to major societal trends of the past and continue to the present, or find expressions and applications in the present cultural practices. While the narratives in this category convey general and subjective information, the oral historians often use them to connect the present to the past. These narratives are valuable and useful because they are often narrated to legitimate sociopolitical institutions, to resolve conflicts, to renew alliances, to maintain and sustain the integrity social organizations and to recall drastic changes in the society. Beyond simplified and general accounts of past events and happenings, as these narratives are used in the practice of history, they possess the capacity to create, legitimate, explain and sustain societal institutions, norms, and values.

The narratives in this category are often referred to as *koasoai poad*. Under certain circumstances, such narratives can become public knowledge and narrated by people throughout the island. In such cases the narratives are referred to as *soai poad* or "cultivated" legends. The literal meaning of *koasoi poad* is cultivated or constituted and established stories. As such, *koasoi poad* reflects Pohnpeian history-as-past-actuality, also meaning that history is a driving force for the construction of cultural meaning in Pohnpeian society. The

koasoai poad narratives and *poadoapoaden Pohnpei*, or practice of history in Pohnpei, continue to provide essential and fundamental guidance to the present and future way of life of the people of Pohnpei. The people of Pohnpei cannot afford to lose them.

The act of telling or narrating these stories is known as *poadoapoad* or the act of propagating and cultivating knowledge. The knowledge of and the dissemination of *koasoi poad* are restricted to the Pohnpeian oral historians or *soaupoad* and the senior members of the society who are lineage or clan heads. All oral historians can memorize and narrate *koasi poad*, but not all of them have the ability to interpret, explain, or use koasoi poad. Authoritative interpretation, explanation, and utilization of *koasoi poad* is usually a prerogative of senior and experienced oral historians.

Some of these narratives are "copyrighted" in the sense of being considered properties of clans, lineages, municipalities (*wehi*) or sections (*kousapw*). There are established procedures in the transmission of copyrighted narratives from one generation of people (clan or lineage members and residents of municipalities or sections) to another. Such established procedures should also be considered the cultural contexts of the indigenous history.

The fourth and final category, referred to as *sarawien Pohnpei*, is literally translated as the sacredness of Pohnpei. Included in this category are narratives and stories of magical spells and sorcery formulas, as well as the spells and formulas themselves. Chants (*ngihs*) of various types, including chants recounting epical tales of ancient voyages to and from Pohnpei, as well as knowledge of herbal medicine formulas (*wini*), rituals of exorcism *(kaus eni*), rituals of bringing forth dead people (*kapwaur eni*) and prayers (*kapakap*) also belong to this category of oral traditions. The reader is referred to Bernart (1977, p. 180-181) and Silten's manuscript (n.d., p. 7-8) for more information on the sacredness of Pohnpei narratives. All stories and ensuing activities belonging to this category of Pohnpeian oral traditions are considered sacred are copyrighted and are subjected to the same transmission procedures as those of the *koasoi poad* group. They are closely guarded by the groups owning them and are not normally disseminated.

The narratives in this category are largely characterized by their use of archaic Pohnpeian terminology, suggesting that they have remained lexically intact over a long period of time. The majority of them are neither descriptive nor interpretive in nature. In spite of the archaic and unintelligible nature of these narratives, Pohnpeians believe in them. These narratives are thought of as possessing a *manaman* or supernatural force or power.

The discourse of narratives and practices of the sacredness of Pohnpei vary in accordance with the situations and circumstances that these narratives are used. In many cases, such narratives (magic spells, etc.) and the accompanying activities do not require the presence of the teller/listener or speaker/audience dyad. A person who practices *sarawien Pohnpei* may speak to and perform to his or her own belief. For example, one person, by him or herself, can intone magic formulas or spells and perform the necessary activities to cause something to happen to an absent party or parties. One can also communicate with his or her deities

through prayers (*kapakap*). In some cases, one can also communicate his or her deities' message to an audience through trance (*katiheni)*. In cases where the communication of the sacredness of Pohnpei involves the presence of another party, it is almost always on a one-to-one basis and held in secrecy.

Concluding Remarks

I began my discussion with a chronology of Pohnpeian history, which I hope enriched your knowledge of the time periods of the settlement of the island and some subsequent major changes that occurred on the island. I then discussed the Pohnpeians' perspectives of their own history from the ancient times to the present. In this section, I pointed out that cultural materialism is less represented than humanities or human affairs in the indigenous view of history. I further suggested that one must consider the contexts of Pohnpeian history and that history should also be understood as a social discourse Finally, I discussed four classes of information in the Pohnpeian oral traditions. I distinguished them on the basis of types of information found in each category and how the Pohnpeians view, use, transmit and safeguard such information. I elaborated that copyrighted information and closely guarded sacred information are represented in three of the four categories and further stated that appropriate ways of preserving, conserving, and sustaining such information must be derived and implemented if we want to secure the integrity of our histories.

I suggested in this work that Pohnpeian indigenous history should also be understood as a social discourse and a way of life, impossible to be written and recorded in its entirety. We must find ways to sustain the oral nature of our histories, traditions and cultures because they are meaningful, useful and fundamental to the security of our cultural rights and identity. Viewed from this perspective, the oral historians of Pohnpei *(soupaod)* are both the historians and the ethnographers method of informing, articulating and explaining Pohnpeian history, customs and traditions in complementary terms. Thus, Pohnpeian indigenous history may broadly be defined as a body of intrinsic knowledge of the traditions transmitted from one generation to the next and continually nourished and utilized in the constitution and recycling of what is culturally meaningful, useful and acceptable to the members of the society. In preparation for this paper, I consulted at least ten books and papers on the subject of Pohnpeian history, although I did not discuss this work with any oral historian. I could not have accomplished much in this work without books around me or libraries to visit and obtain the information. Yet, somehow there is a feeling of guilt that I did not consult my colleague historians. In the end, it is the library that wins out. I would like to believe that all of us here today would have the same guilty feeling I have, because our elders and oral historians are just as important *sources of enlightenment* as our libraries and archives are as *places of enlightenment*. These oral historians should *always be* consulted.

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Reference and Information Service with Limited Resources

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Metro Manila, Philippines

"Software," which exploited the value of human effort, came to be considered more important than "hardware," which consumed material. ... Problems were solved not by creating specialized objects but by using specialized behaviors.

Taichi Sakaiya, *What Is Japan?*

Introduction

The reference and information service paradigm taught in many library schools implicitly assumes substantial library resources. For libraries in the developed nations, this paradigm is valid and appropriate. However, for small libraries in the developing nations, including those in the Pacific Islands, this paradigm is of limited applicability. The paradigm presupposes the availability of standard resources found in libraries of the developed nations, including solid collections and sophisticated search tools. Many small libraries in the developing nations usually lack these standard resources. A developed nation's library can be likened to a *7-Eleven* store or supermarket while the developing nation's small library is more like a *Mom-and-Pop* store. In the worst case scenario, a small library in a developing nation may simply be a one-room structure housing an extremely inadequate collection without any search tools.

A fundamental question is how is a viable and effective reference and information service created with limited resources? This paper will address some issues in providing reference and information service in a library setting and environment far removed from the textbook paradigm taught in library schools.

Limited resources is really a hardware/tool-scarcity problem. One approach to solving or alleviating *hardware/tool problems* is to provide *software/skill solutions*; that is *software* which exploits the value of human effort can compensate for the limited availability of *hardware*, which consumed material. The constraint of limited resources is solved not by acquisition of specialized objects (tools) but by using specialized behavior (skills). Because of resource constraints, whatever hardware/tools are acquired are usually low-cost (or free) and low-tech. This software/skill, low-cost, and low-tech approach is mandated by necessity, but it has the desirable feature of being more sustainable than a hardware/tool, high-cost and high-tech approach.

Following this approach, I will present several ideas and suggestions to enhance the viability and effectiveness of reference and information services when library resources are limited. The areas covered will be information search strategies, free or low cost reference resources, bibliographic control and access, other reference service skills and weeding policies.

Information Search Strategy

The totality of published items or the total amount of information a library possesses can be referred to as the ***bibliographic universe***. ***Bibliographic control*** refers to the organizing of items of information so that they may be identified and located. Two common tools for bibliographic control are the library catalog and indices. When the universe is large and control is good, more information is available and easier to locate. Therefore, there is less need for an exhaustive information search strategy. On the other hand, when the universe is small and control is poor, an exhaustive information search strategy is necessary to exhaust all the possibilities of the limited amount of information.

The author's *Exhaustive Information Search Guide*, appeaing as Appendix 1 of this paper, provides a methodology useful for all types of information searches, regardless of the bibliographic universe size or quality of bibliographic control. However, the smaller the bibliographic universe and/or the poorer the bibliographic control, the more useful the methodology becomes. In the literature, there are also other models of the search process, including those presented by Boop and Smith (Boop, 1995, p. 71-73).

Free or Low-cost Reference Resources

When financial resources are limited, one way to supplement and enlarge existing resources is by looking for free and low-cost materials. Appendix 2 lists a few examples of free materials, providing some ideas of the possibilities available to libraries. Moreover, some books and periodicals may have reference potential in addition to their conventional use. By exploiting these multiple uses, limited information resources can be used to their full potential. Following are some illustrative examples:

Novels

Novels can an alternative source when the conventional non-fiction information sources are not available. Many novels are characterized by extensive and intensive geographical and historical background information based on solid research. The most notable contemporary examples are the novels of James Michener. His works focus on specific geographical locales and provide historical information spanning over many centuries. Authors of these kind of novels generally provide accurate information because of the market value. Their readers buy and read their work not only in expectation of a good story but also because of the wealth of accurate and informative details presented in an entertaining way. While authors may take

literary license from time to time in interpreting the information, this interpretation can also be of value when the patron is looking for an impressionistic interpretation of the facts. The primary task of the reference librarian is deciding which novels can provide information, and assist patrons in assessing the accuracy of the information.

First-person Expert/Specialist Books

The first-person expert/specialist book is another alternative source of information. These books are narratives describing in detail the career or life work of the author and contain technical as well as human interest information. Even when information is available on professional or technical aspects of a profession or career, these first-person expert/specialist books are a potentially good source of information about the personal side. They may be either a straight non-fiction book or a thinly-disguised fictionalization of a real career. A notable example of books in this category are the books of James Herriott, the famous country veterinary surgeon.

Periodicals

The *National Geographic* magazine is an example of a periodical with multiple uses. The scope of coverage of the magazine is much broader than its title suggests. Besides geographic information, it also contains cultural, economic, historical, political, and scientific information. Moreover, because the magazine periodically covers many of the same geographical areas, issues covering the same area over time are good sources for historical information and other comparative data. The information in the magazine can be a good complement or substitute for information found in books and many have the added advantage of excellent illustrative photographs.

In the case of the *National Geographic*, with a large subscription base, it is likely that old issues would be donated to libraries, if solicited. By soliciting donations, a small library with limited resources can enhance its reference and information service by acquiring as complete a collection of issues as possible. The acquisition of the 100-year index from 1898 to 1988, as well as supplemental indices, will make the collection an even more effective reference source.

There are published guides to help in selecting reference resources. One such guide appears in Bopp and Smith's work (Boop, 1995, p. 113-15). This type of guideline is especially useful when the reference service budget is very limited.

Bibliographic Control and Access

When a library has no periodical indices, a good way to provide a search tool for locating periodical articles is to photocopy the *Table of Contents* of each issue of a periodical and putting them together in a folder. This low-cost method of providing access has the added advantage of being available immediately, unlike purchased periodical indices which may take

a while before they become available. Although the *Table of Contents* index is not as good as a regular periodical index, with some extra work and imaginative thinking on the part of the librarian or user, it will do the job of locating information in most cases.

This method can also serve as complement or imperfect substitute for the vertical file in case the library does not have one. A low-cost and low-tech in-house binding operation using common and locally available materials and equipment is highly recommended to minimize pilferage of periodicals.

Library user guides are another way helping users locate information in the library. They can be of two types: those user guides to information sources independent of the library (example shown in Appendix 3) and those to an actual library collection (example shown in Appendix 4). The purpose of these guides is to aid in conducting an exhaustive search particularly when the collection is small, and to facilitate access to and location of information.

The bibliography or selected list of books on a specific topic provides another way of improving access to the library collections. Bibliographies for high-demand and popular topics save time for both the librarian and the patron by avoiding repetitive searches or *reinventing the wheel* on the same topic. An good example of a bibliography or list of references sources was done by Lovas on health sciences sources and published in the proceedings of the 1994 *Pacific Islands Association of Libraries and Archives* annual conference (Lovas, 1995, pp. 67-81).

Similar to the bibliography, but more comprehensive in scope is the *pathfinder*. This library guide also saves time and helps patrons in locating and accessing information for high-demand and popular topics. The *pathfinder* not only lists books, but also periodicals, vertical file, audiovisual materials, and other resources of the library. Appendix 5 is an example of an older comprehensive pathfinder created for a large public library. Although too comprehensive and broad for a small library, the example includes as many components as possible, giving some ideas of the possibilities and usefulness of this type of library guide.

Other Reference Service Skills

The ability to read and interpret graphs and maps, and elementary indexing capabilities are two basic skills of immediate benefit to librarians working with limited resources. A library patron may need textual information not in the collection; however, the library may possess graphs and maps that contain the information needed in non-textual form. The ability to understand and translate the non-textual information into a form the patron can use provides another information resource. Another useful skill is knowledge of basic indexing, enabling the reference librarian to prepare simple indexes to supplement or substitute for indexes that the library cannot afford to purchase.

Weeding Policies

Reference and information materials become obsolete and need to be weeded out. When financial and other resources are limited, new replacements for the obsolete materials may not be affordable. In this context, the weeding policy must be very conservative; materials can always be weeded or thrown out; but once weeded, they are gone. Moreover, information obsolescence is situation-specific -- ***obsolete information*** can remain relevant from an historical perspective. Furthermore, a bibliographic item such as a book, deemed ***obsolete***, may contain a mix of obsolete and non-obsolete information. A library with ample resources might afford to discard this book, however, a library with fewer resources would be wise to retain it.

Finally, creative information searching may make obsolete bibliographic items useful. The most rapid rate of obsolescence occurs in natural or physical science information compared to other types of information and this area is where most decisions on weeding are made. In line with the recommended conservative weeding policy, non-science bibliographic items should not be weeded out, especially if no replacements are available and shelving space is plentiful.

For a small library with lots of empty space, no weeding would be advisable, even for science materials. Given this situation, it is the responsibility of the reference librarian to help the patron distinguish between useful, non-obsolete; and useless, obsolete information. While some training in the sciences is definitely helpful, the guidelines listed in Appendix 6 will be useful in making decisions on the obsolescence of science information.

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Appendix 1

Exhaustive Information Search Guide

This guide is intended to serve as menu from which the searcher selects the types of search *topic/term* applicable to the given search problem. The guide is generic and not specific to any information/knowledge classification system; and applies to subject, keyword and other types of searches.

To attain the highest degree of exhaustiveness, the searcher must maximize the number of topics/terms searched. The degree of exhaustiveness depends on the specific information requirement, the size of the bibliographic universe and the quality of the bibliographic control. The smaller the size of the universe and/or the poorer the quality of control, the more exhaustive the search must be. Thus, while the guide is useful for all types of libraries and information centers, it is most beneficial to those institutions with small collections and poor information search and retrieval tools.

The guide identifies all possible search topics/terms, allowing the searcher to select and use the maximum number of applicable search topics/terms. The greater the number of topics/terms searched, the more exhaustive the search. The search topics/terms are of the following types[1]:

ET *Equivalent Topic/Term*
BT *Broader Topic/Term*
NT *Narrower Topic/Term*
RT *Related Topic/Term*

A. ET Equivalent Topic/Term

There are several types of equivalent/topic terms:

1. Person's name
   a. Alias
   b. Nickname/moniker
   c. Pseudonym such as nom de guerre, nom de plume or pen name
   d. Religious name such as nun's name, papal name
   e. Sovereign's name such as reigning names of emperor, empress, king, and queen
   f. Person's title
   g. Person's name or title as translated into other languages such as Greek and equivalent Roman names of gods and goddesses

[1] The terminology is from the Library of Congress Subject Headings, except that ET Equivalent Topic/Term is used instead of UF Used For. However, the meanings of the terms, especially that of RT Related Topic/Term are much broader in the guide than in LCSH. Moreover, the use of LCSH terms should not confuse the reader into thinking that the guide is for use only with the LC Classification. The guide is generic and it is applicable to other systems of information/knowledge classification.

2. Natural material/object's name
   a. Common name such as local or vernacular name, English name, names in other languages
   b. Scientific name

3. Commercial material/process/product's name
   a. Generic name
   b. Brand name
   c. Scientific name

4. Place/geographic name and group/institution (e.g., association, club, corporation, organization) name
   a. Old or former name- e.g., Beijing/Peking; Sri Lanka/Ceylon; Russia or Russian Federation/Union of Soviet Socialist Republics
   b. Acronym (only for group/institution name)- e.g., North Atlantic Treaty Organization/NATO; Association of Southeast Asian Nations/ASEAN; North American Free Trade Agreement/NAFTA; International Business Machines/IBM
   c. Alternative name- e.g., United Kingdom/Great Britain; North Atlantic Treaty Organization/Atlantic Alliance; Union of Soviet Socialist Republics/Russia

5. Synonymous or nearly synonymous terms
   a. Eponym (names that became words)- e.g., communism/Marxism; survival of the fittest or natural selection/Darwinian; female spy/Mata Hari
   b. Simple terms- e.g., communism/Marxism; religion/worship; civilization/culture
   c. Simple and compound terms- e.g., hospital/medical center; stewardess/flight attendant
   d. Compound terms- e.g., death penalty/capital punishment; freedom of speech or freedom of the press/First Amendment (to the U.S. constitution)

B. **BT Broader Topic/Term and NT Narrower Topic/Term**

There are four non-mutually exclusive types of broader-narrower topic/term connections, shown in descending order of congruence:

1. The broader topic/term is a set of which the narrower topic/term is an element- e.g., Knights of the Round Table is the set or broader topic/term, and Galahad and Lancelot are some of the elements or narrower topics/terms. A special case of this type of connection is based on function/use- e.g., eating utensil is the broader topic/term and chopsticks, fork, knife and spoon are the elements or narrower topics/terms. The element is congruent to the set.

2. The broader topic/term is a general version/model/interpretation of the topic of which the narrower topic/term is a special case- e.g., Einstein's general theory of relativity is the general or broader topic/term and Newton's universal law of gravitation is the special or narrower topic/term; linear programming is the general or broader topic/term

and a transportation or assignment problem are the special or narrower topics/terms. The special case is congruent to the general version/model/interpretation only under certain restrictions.

3. The broader topic/term is a class of which the narrower topic/term is a subclass- e.g., taxonomy of plants and animals; knowledge/library classification systems such as the Library of Congress or Dewey Decimal. The subclass is not congruent to the class.

4. The broader topic/term is a whole/assembly of which the narrower topic/term is a part/component- e.g., Great Britain is the whole or broader topic/term and England, Scotland and Wales are the parts or narrower topics/terms; atom is the whole or broader topic/term and electron, proton and neutron are the parts or narrower topics/terms. The part/component is not congruent to the whole/assembly.

C. **RT Related Topic/Term**

Related topics/terms refer to masses of information/data that intersect or include common information. The following types of topic/term relatedness are identified: 1. *Antecedent* and *consequence* 2. *Protagonist*, *antagonist*, and *duel* 3. *Duality* 4. *Person-to-person* 5. *Place*. These types are not mutually exclusive and I believe are meant to be exhaustive, although I cannot prove it. Moreover, broader and narrower topics/terms and related topic/term are also not mutually exclusive.

1. Antecedent and consequence
   Antecedent is defined as an event, condition, situation, circumstance or complex preceding and often influencing or conditioning an occurrence or issue. Consequence is defined as something that is produced by a cause or follows from a form of necessary connection or from a set of conditions. The concept of antecedent and consequence is used in the broadest sense and includes but is not limited to cause and effect. In the dynamic universe, every entity with the possible exceptions of God and the Big Bang are both antecedent and consequence. Information about the antecedent topic/term may likely include information about the consequence topic/term and vice-versa. The following types of antecedent and consequence relatedness are identified:

   a. Cause and effect
      Two topics/terms may be related by causality such as smoking and lung cancer and information about the cause or antecedent may likely include information about the effect or consequence and vice-versa.

   b. Ranganathan's fundamental categories- Energy, Matter, and Personality[2]
      Ranganathan introduced five fundamental categories of facets- Personality, Matter, Energy, Space, and Time in order of decreasing concreteness. Matter and Energy

[2] I will assume the reader's familiarity with Ranganathan's facet analysis.

may be considered as antecedents and Personality as consequence. Taking technology as an example, Matter and Energy are raw material and process respectively and Personality is end product. In cigar making, for example, tobacco is raw material or Matter, tobacco drying and other cigar-making processes is Energy, and cigar is end product or Personality. Information about the antecedents (Matter and Energy) may likely include information about the consequence (Personality) and vice-versa.

c. Creator/discoverer and creation/discovery
Creator/discoverer is the antecedent and creation/discovery is the consequence. Creator/discoverer is used in the broadest sense and includes, but is not limited to, artist, author, explorer, founder (of group/institution, artistic or intellectual movement, school of thought, and branch of knowledge), inventor, mathematician, musician, philosopher, scientist, writer, and other persons, groups, and institutions. Creation/discovery is the output or work or finding of the creator/discoverer- e.g., Alexander Graham Bell and telephone; Jean Paul Sartre and existentialism; Charles Darwin and evolution; Albert Einstein and relativity (see the Nobel Prize winners example at end of this appendix.)

d. Participant and event
An important or historical event involves one or more key participants or historical figures. The participants are the antecedents and the event is the consequence. For example, Karl Marx, Vladimir Lenin, Leon Trotsky are the key participants, architects and historical figures of the Bolshevik or Russian Revolution.

2. Protagonist, antagonist and duel
The duel topic/term follows from the contradiction between protagonist and antagonist topics/terms. This is a special case of antecedent and consequence relatedness whereby the contradiction between protagonist and antagonist is the antecedent and the duel is the consequence. Some examples will best explain the concept:

a. American League, National League and World Series
b. American Football Conference, National Football Conference and SuperBowl.
c. Capitalism/Democracy, Communism/Socialism and Cold War.
d. Allied Powers, Axis Powers and Second World War.
e. Union Army, Confederate Army and American Civil War.
f. Napoleon Bonaparte, Duke of Wellington and Waterloo.
g. House of Lancaster, House of York and War of the Roses.

Information about the baseball World Series will likely include information about both the American and National Leagues. However, information about one league may not include information about the other league or about the World Series. That is, in many cases, information about the duel will include information about both the protagonist and antagonist; however, information about the protagonist or antagonist may not include information about the other or the duel.

3. Duality
   Duality relatedness is the contradiction between thesis and antithesis or the connection between complementary ideas. Some examples will best explain the concept:

   a. Yin and yang (thesis and antithesis) duality of reality or existence
   b. Particle and wave (complementary) duality of light and of the electron
   c. Algorithmic and heuristic (complementary) problem solving

   Information about the thesis or antithesis may likely include information about the other and information about an idea may likely include information about its complement.

4. Person-to-person
   Person-to-person relatedness is based on family ties or kinship, occupation or profession, collaboration or shared interests and other linkages. For two or more related persons, information about these persons are always cataloged or indexed using the most famous or important person in the group as subject, keyword or index term; in addition, they may or may not be cataloged or indexed under the less famous or important persons in the group. Therefore, when searching for information on a person, it is a good idea to look for additional information by using that person's more famous or important relatives, coworkers, professional colleagues and collaborators as additional search topics/terms.

   For example, if little or no information is found on the wife of a United States president by using her as search topic/term, try using the president as topic/term. When searching for information on Albert Einstein's wife in connection with research on how gender discrimination has hindered women's progress in science, using Einstein's wife as topic/term may not yield information, although using Einstein may yield results. As a final example, searching for information on an obscure United States vice-president may not produce any results, but using the president under whom the vice-president served as topic/term may locate relevant information.

5. Place
   Place relatedness exists between a place/geographical locale topic/term and a non-place topic/term when the place topic/term became significant due to its connection to the non-place topic/term. Some examples will best explain the concept:

   a. Napoleon Bonaparte and Waterloo
   b. Abraham Lincoln and Gettysburg
   c. Richard Nixon and Watergate
   d. William of Normandy and Hastings
   e. Bill Clinton and Whitewater
   f. King Arthur or Knights of the Round Table and Camelot
   g. Film/Movie Industry and Hollywood
   h. Computer Industry and Silicon Valley
   i. Catholicism and Vatican
   j. Islam and Mecca

Following are two examples of information searches using the concepts discussed:

Example 1 Creator/discoverer and creation/discovery relatedness

Suppose a library patron asks for a list of the most important and significant scientific achievements and discoveries of the twentieth century and the library has no such list. The librarian may decide to compile the list, which presents two difficulties: the scientific information required for the list may also not be available and, more importantly, the librarian may not possess the necessary scientific background and knowledge to assess the importance and significance of scientific achievements and discoveries.

An effective approach can use creator/discoverer and creation/discovery relatedness. Who is an excellent candidate as a creator/discoverer of an important and significant twentieth century scientific creation/discovery? A Nobel Prize winning scientist would be good choice and a list of Nobel prize winners is more likely to be available. Moreover, the Nobel Prize list usually includes descriptions of the prize winning works and may meet the need of the patron. Note that this approach may not work for important literary works as there is much less degree of consensus that the Nobel Prize in Literature is necessarily awarded to the most deserving.

Example 2 Boolean keyword search of multifaceted topic/terms

When the search topic/term is multifaceted, searching as exhaustively as possible using the logical operator *and* is a good idea. The aim is to maximize the number of combinations of search topics/terms. For example, using the *Industrial Revolution* as the subject of our search, first analyze the meaning and substance of this event. If you have no prior knowledge of it, the dictionary is a convenient starting point. There, you will find that the Industrial Revolution was an industrial as well as a social revolution. Machines and technology replaced human labor; productivity increased; and it may be argued that the beginning of the modern industrial society occurred.

From this analysis, several promising additional keyword search terms can be used- e.g., machine *and* society; technology *and* society, technology *and* productivity, technology *and* social problems, human labor *and* technology, human labor *and* machine to name a few. The individual keyword terms can be combined in many different ways to take advantage of the efficiency of computer searching, when available. While no rules can be given here, two observations are worth noting:

1. The approach applies best to a multifaceted search topic/term such as the Industrial Revolution. Compound topics/terms, i.e., those that are made up of two or more words are good candidates as multifaceted topics/terms, but not necessarily so.

2. Amorphous terms may be the best keyword terms to use as they have no well-defined boundaries and their meanings are not precisely agreed upon. Thus, these terms are open to different shades of meaning and interpretation. *Productivity, society*, and *technology* are examples of amorphous terms.

Appendix 2

FREE LIBRARY MATERIALS

This is a list of various free library materials that are available upon request from various organizations and publishers. Some of these free resources may be useful for augmenting the library's information resources.

1. *Free Magazines for Libraries* 4th Edition by Diane Jones Langston and Adeline Mercer Smith, Publisher- McFarland & Company, Inc., Box 611, Jefferson, North Carolina 28640. This book provides an extensive listing of free magazines for libraries. The entries are classified by subject and include descriptions of the magazines and addresses.
2. *100 Research Topic Guides for Students* by Barbara Wood Borne, Publisher- Greenwood Press, 88 Post Road West, Westport, CT 06881. This book provides a listing of research topics suitable for both high school and community/junior college students. Each topic includes call numbers for browsing, catalog subject headings, suggestions for related topics and other useful guides for students. The publisher has granted permission to the reader to photocopy individual topic guides for research purposes. This means that if you purchase this book for your collection, your students can photocopy the guides for their assignments and researches.
3. Chinese Embassy, Pohnpei, FSM provides free copies of several magazines covering Chinese culture, sports, women and other topics. They may be willing to provide copies for other Pacific Islands or contact the Chinese embassy in your respective areas. Try also other embassies.

It is a good idea to notify U.S. publishers if your area is part of the U.S. postal system so that magazines and other publications will be send at the cheaper U.S. domestic rate. Also, some U.S. publishers sending free materials may require payment for international postage for foreign addresses or may refuse to send them to foreign address.

Other Useful, But Not Free Materials

1. *Pardon Me, But Your References Are Showing!: 32 Proven and Fun Activities to Build Reference Skills for Grades 4 Through 8.* 2nd Edition by Teddy Meister, Publisher: Alleyside Press, Highsmith Press, W5527 Highway 106, P.O. Box 800, Fort Atkinson, Wisconsin 53538-0800

Appendix 3

GUIDE TO GENERAL REFERENCE SOURCES

Almanacs, Yearbooks, and Handbooks

Reference sources containing short information and facts about many items: current and historical events; organizations, people, and things; countries and governments; and statistical data. These sources are convenient to use because they summarize large amounts of data.

Directories

Lists of persons or organizations, usually arranged in alphabetic or classed order, giving addresses and other information for individuals, and addresses, officers, functions and other data for organizations. Directories are used to locate people and organizations, to check the name of an organization or the spelling of a person's name.

Biographical Sources

***Biographical directories* give short biographical data about individuals while *biographical dictionaries* have more detailed information, often in essay form. These sources provide information about a person's age, place of birth, education, career, and other items of interest. An example of biographical directories is Who's Who.**

Dictionaries

Dictionaries are used to define words or look up their meanings, to check spelling, syllabication, pronunciation, to check on how a word is used, and to find out the origin or beginning of a word.

Types of Dictionaries:

***Unabridged dictionary*- tries to include all the words in the language that are in use at the time the dictionary is prepared.**

***Abridged or desk-size dictionary*- only includes some of the words in the language, usually those words most often used.**

***Etymological dictionary*- gives the histories of individual words, including their origins or beginnings.**

***Slang dictionary*- defines words used in ordinary, informal speech.**

***Thesaurus*- contains synonyms and antonyms. A synonym is a word with the same or similar meaning. For example, *big* and *large* are synonyms. An antonym is a word with the opposite meaning. For example, *big* and *small* are antonyms. Consult a thesaurus if you want to use another word with the same meaning.**

***Dual-language dictionary*- has two parts, one with English words and their equivalents in a foreign language, and the other with the foreign words and their equivalents in English. For example, an English-Pohnpeian/Pohnpeian-English dictionary.**
***Dialect dictionary*- gives regional forms and usages for words within a language. For example, a word may be used differently in Hawaii and in California; an American English dialect dictionary is a good source for this information.**
***Usage dictionary*- shows how a word should be used, based on the way it has been used in the past.**

Encyclopedias

Provide systematic overviews and summaries of human knowledge. These sources combine information from different fields to provide the readers with an interdisciplinary discussion of a subject matter.

Geographical Sources

Most often used to answer questions regarding location: "In which part of Pohnpei Island is Kolonia located?" or "Where is the site of the 1996 Olympics?"
Types of Geographical Sources:
***Map*- is a pictorial representation of a geographic area or location on a plane or two-dimensional surface.**
***Atlas*- is a collection of maps in one volume or set.**
Gazetteer*- is a list of geographic names and/or physical features, such as mountains and rivers, either as an appendix to an atlas or dictionary, or published as a separate volume. A gazetteer will answer such questions as: "How high is the mountain or how long is the river?" or "How big is Honolulu?" Gazetteers are sometime called *geographical dictionaries.
***Travel Guide*- is produced by various agencies such as tourist offices, government departments, and businesses to provide information to tourists, business travelers, and others. Examples of travel guides include the Kolonia and Pohnpei Guide distributed by the tourist office in Kolonia, and for international travelers, Fodor and Frommer.**

Prepared by J. Yang, Reference Librarian
***Based on data from* Reference and Information Services, Eds. Bopp and Smith**

COM-FSM Learning Resources Center

Appendix 4

GUIDE TO USING THE LIBRARY COLLECTIONS

This guide is to help students use the library reference, general, paperback, and serials collections efficiently and effectively to do their assignments, essays, and other class requirements and to help other library patrons in their search for information.

- **To browse or search for books on a broad topic in the reference or general collection, use the *Library of Congress Classification System* (LCCS) which is posted at the ends of the book shelves. For example, to locate books on Christianity, note that Christianity is classified as BR in the LCSS. To locate the shelf where books on Christianity are located, search for BR using the pink-colored markers at the ends of the shelves.**

- **Another way to search for books on a topic is to search by subject in the card catalog. Check both the card catalog in boxes for older books and the card catalog in the computer for newer books. After you have located the books on a subject, copy the *call number* of each book. The call number is the group of letters and numbers at the upper left-hand corner of the card or computer display. Use the call number to locate the book on the shelf. Use the pink-colored markers as guide. The markers contain the first part of the call numbers. The call number is on the spine or front cover of the book. If you are not looking for a particular book, but would only like to see some of the books on a topic or subject, then you don't need to copy the entire call number. Copy only the first part to give you a general idea of the books' location.**

- **If you are looking for a particular book, search for it by author or title in the card catalog. Then copy the entire call number, not just the first part and follow the same steps above to locate the book on the shelf. If the book is not on the shelf, it may have been checked out, or it is/was being used and not yet put back on the shelf, or it was shelved incorrectly, or it may be lost. Ask the Circulation Librarian to trace the book.**

- **Use the index at the back of a book to locate specific items of information in the book.**

- **Encyclopedias are good sources of information, but don't limit your search for information to these sources. There are many other reference sources available in the library plus books in the general collection. Refer to the library handout *Guide to General Reference Sources* for descriptions of several reference sources. The encyclopedias provide overviews and**

summaries of a topic which you can then supplement with information from other sources.

- Browse through the non-fiction section of the paperback collection for additional sources of information on your topic.

- When you want up-to-date data or information about recent events, newspapers and magazines are sometimes better sources of information than books. For example, if your topic for an assignment is the recent Atlanta Olympics or the upcoming U.S. presidential elections, *Newsweek* and *Time* magazines are good sources of information. The library has vertical files containing clippings of newspaper articles arranged by topics. These files will save you time spent examining past newspaper issues for information on a topic.

- Pay careful attention to alternative or related terms for your topic. For example, if you are looking for information on the *death penalty*, look also under *capital punishment* which is the alternative term for death penalty. Or if you are researching the *greenhouse effect*, try also *global warming* which is a closely related term. If you are looking for information on *freedom of the press* in the United States, you should also search under the *First Amendment* to the U.S. constitution which deals with freedom of the press.

- Places and organizations sometimes have alternative names or the name or its spelling have changed. For example, *Pohnpei* used to be called and spelled as *Ponape*; *College of Micronesia-FSM* former name is *Community College of Micronesia*; *Russia* is both the alternative and new name for the *Union of Soviet Socialist Republics*. To make sure that you are not omitting information, especially if you are dealing with events that happened a long time ago, try to search under both old and new names. Ask the reference librarian for help on searching for information under different or alternative terms or names.

- For information on Micronesia and the Pacific region, go upstairs to the Micronesia/Pacific collection. The U.S. government document collection is also located on the second floor.

- Please don't hesitate to ask the library staff for assistance.

Prepared by J. Yang, Reference Librarian

COM-FSM Learning Resources Center

Appendix 5

1

How To Find Information on

PERSONAL FINANCE AND INVESTMENT

at the Central Branch of the Buffalo and Erie County Public Library

SCOPE: Basic references dealing with the subject of personal finance and investment. Purely quantitative financial and investment techniques are not covered, owing to the broad background of the target library audience. Scholarships and financing of higher education are also excluded.

Library Audience: General adult public or anyone interested in finding information on personal finance and investment.

Information on this topic can be found in the Business Information Department, located on the second floor.

Two general introductions to this topic are:

Case, Samuel. *The First Book of Investing*. Rocklin, CA, Prima Publishing, 1994. 344 p. HG4910.C355 1994

Dowd, Merle E. *Money, Banking, and Credit Made Simple*. New York, Bantam Doubleday Dell, 1994. 195 p. HG179.D694 1994

The classic work on stock market investing is: Graham and Dodd's *Security Analysis*. HG4529.G7

Most, but not all *books* on this topic can be found on the shelves under these call numbers:

HG151 - HG181
HG1626 - HG1660
HG2040
HG4028.B2
HG4028.D5
HG4513 - HG9986
HJ4181 - HJ4631
KF665 - KF765

Subject Headings under which *books* on personal finance and investment can be located in the subject card catalog include the following:

Finance, Personal (Highly relevant)
Investments (Highly relevant)
Finance--Handbooks, manuals, etc. (Highly relevant)
Finance--Dictionaries (Highly relevant)
Mutual funds (Highly relevant)
Stocks (Highly relevant)
Bonds (Relevant)

2

Saving and thrift (Relevant)
Financial security (Relevant)
Retirement income--United States--Planning (Relevant)
Social Security--United States (Relevant)

Magazines which specialize on personal finance and investment include

Better Investing
Kiplinger's Personal Finance Magazine - located at both the popular magazines/periodicals area on the first floor and the Business Information Department
Money - located at the popular magazines/periodicals area on the first floor
Smart Money

Business newspapers which have articles and data pertinent to personal finance and investment include

Investor's Business Daily
Wall Street Journal

REFERENCE BOOKS

Burgauer, James. *The Do-It-Yourself Investor*. Chicago, Probus, 1987. 335 p. HG4527.B689 1987

Daily, Glenn S. *The Individual Investor's Guide to Low-Load Insurance Products*. Chicago, International Publishing Corporation, 1989. 507 p. HG8091.D35 1989

The Dow Jones Guide to the World Stock Market. Englewood Cliffs, NJ, Prentice Hall, 1994. 615 p. HG4661.D68 1994

Fosback, Norman G. *The Mutual Fund Buyer's Guide*. Chicago, Probus, 1994. 482 p. Oversize HG4530.M89 1994

Friedman, Jack P., ed. *Encyclopedia of Investments*. Boston, Warren, Gorham and Lamont, 1990. 964 p. HG4527.E5 1990

Hulbert, Mark. *The Hulbert Guide to Financial Newsletters*. Chicago, Dearborn Financial Publishing, 1993. 574 p. HG4529.H86 1993

McGowan, Spencer. *The Do-It-Yourself Guide to Investment Information*. Chicago, Probus, 1993. 492 p. Z7164.F5 M34 1993

Moody's Handbook of Common Stocks. New York, Moody's Investors Service, 1994 HG4905.M815 Fall 1994

Morningstar Mutual Fund 500 525 p. Oversize HG4530.M664 1994

Rassen, Peter. *How to Read the Financial Pages*. New York, Warner, 1986. 122 p. HG4537.R37 1986

Siegel, Joel G. *Dictionary of Personal Finance*. New York, MacMillan, 1992. 391 p. HG151.S427 1992

Social Security Administration. *Social Security Handbook*. HD7106.U5 A57 1993

3

Standard & Poor's 500 Guide. New York, McGraw-Hill, 1994. 1021 p. HG4907.S68 1994

Tracy, John A. *How to Read a Financial Report*. New York, John Wiley, 1989. 164 p. HF5681.B2 T733 1989

Moody's Investors Service provides the following sources of company data and these are located at the Business Reference desk:
Moody's Industrial Manual
Moody's Transportation Manual
Moody's Public Utility Manual
Moody's Bank & Finance Manual
Moody's International Manual

Standard & Poor's Corporation provides the following sources of stock market prices and these are also located at the Business Reference desk:
Daily Stock Price Record- New York Stock Exchange
Daily Stock Price Record- American Stock Exchange
Daily Stock Price Record- NASDAQ

The VERTICAL FILE contains the following documents, published by the Social Security Administration, in a folder labeled "Social Security":
Undestanding Social Security
Your Social Security Number
Financial Planning and Social Security
Social Security and your Right to Representation
A Woman's Guide to Social Security
When you Get Social Security Retirement or Survivors Benefits... What you Need to Know
Social Security Survivors Benefits
If you are Blind- How Social Security and SSI can Help
What you should Know about Medicare

CIRCULATING BOOKS

Apostolou, Barbara, and Nicholas G. Apostolou. *Keys to Investing in Common Stocks*. New York, Barron's, 1990. 160 p. HG4921.A555 1990

Bamford, Janet, Jeff Blyskal, Emily Card, and Aileen Jacobson. *The Consumer Reports Money Book*. Yonkers, NY, Consumer Union, 1992, 584 p. HG179.C6647 1992

Bodnar, Janet. *Kiplinger's Money-Smart Kids (and Parents, Too!)*. Washington, D.C., The Kiplinger Washington Editors, 1993. 280 p. HG179.B567 1993

Breitbard, Stanley H., and Donna Sammons Carpenter. *The Price Waterhouse Book of Personal Financial Planning*. New York, Henry Holt, 1990. 447 p. HG179.B724 1990

Brown, John Dennis. *101 Years on Wall Street- An Investor's Almanac*. Engiewood Cliffs, NJ, Prentice Hall, 1991. 308 p. HG4572.B74 1991

Card, Emily. *The Ms. Money Book*. New York, Penguin Books, 1990. 288 p. HG179.C328

Downes, John, and Jordan Elliot Goodman. *Barron's Finance & Investment Handbook*. New York, Barron's, 1990.

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1234 p. HG173.D66 1990

Dunnan, Nancy. *Dun & Bradstreet Guide to $Your Investments$ 1992*. New York, HarperCollins, 1992. 388 p. HG4921.D85 1992

Eisenberg, Richard. *How to Avoid a Personal Financial Crisis*. New York, Random House 1992. 405 p. HG179.E39 1992

Gould, Carole. *The New York Times Guide to Mutual Funds*. New York, Random House, 1992. 225 p. HG4530.G68 1992

Kehrer, Daniel. *Kiplinger's 12 Steps to a Worry-Free Retirement*. Washington, D.C., The Kiplinger Washington Editors, 1993. 245 p. HG179.K44 1993

Kinder, Peter, Steven D. Lydenberg, and Amy L. Domini. *Investing for Good*. New York, HarperCollins, 1993. 318 p. HG4910.K53 1993 - this book deals with socially responsible or ethical investing

Klott, Gary L. *The Complete Financial Guide to the 1990s*. New York, Random House, 1990. 430 p. HG179.K576 1990

Klott, Gary L. *The New York Times Complete Guide to Personal Investing*. New York, Random House, 1987. 612 p. HG4921.K55 1987

Lee, Anita Jones. *Keys to Understanding Securities*. New York, Barron's, 1989. 156 p. HG4910.L446 1989

Lesko, Matthew. *The Investor's Information Sourcebook*. New York, Harper & Row, 1988. 433 p. HG4921.L45 1988

Lipay, Raymon J. *Keys to Choosing a Financial Specialist*. New York, Barron's, 1992. 153 p. HG179.5.L57 1992

Lowe, Janet. *Keys to Investing in International Stocks*. New York, Barron's, 1992. 136 p. HG4551.L65 1992

Malkiel, Burton G. *A Random Walk Down Wall Street*. New York, W.W. Norton, 1990. 440 p. HG 4521.M284 1990

McGee, Judith Headington. *The Random House Personal Investment Management Guide*. New York, Random House, 1992. 667 p. HG4527.M37 1992

Nader, Ralph, and Wesley J. Smith. *Winning the Insurance Game*. New York, Bantam Doubleday Dell, 1993. 538 p. HG8531.N33 1993

Pond, Jonathan D. *The New Century Family Money Book*. New York, Bantam Doubleday Dell, 1993. 781 p. HG179.P55557 1993

Porter, Sylvia. *Sylvia Porter's Your Finances in the 1990s*. New York, Prentice Hall, 1990. 346 p. HG179.P572 1990

Quinn, Jane Bryant. *Making the Most of Your Money*. New York, Simon & Schuster, 1991. 934 p. HG179.Q57 1991

Schumacher, Vickie, and Jim Schumacher. *Understanding Living Trusts*. Los Angeles, Schumacher, 1994. 266 p. Oversize KF734.S34 1994

5

Sloane, Leonard. *The New York Times Book of Personal Finance*. New York, Random House, 1992. 323 p. HG179.S497 1992

Weinstein, Grace W. *The Lifetime Book of Money Management*. Detroit, Gale Research, 1993. 757 p. HG179.W439 1993

AUDIOVISUAL MATERIALS

The following videocassettes on personal finance and investment are available for viewing at home or at the library:

Minding Everybody's Busine$$
20 Minutes Each 1987
A 13 part series for individual or group use in financial planning. Presented by Empire of America with Paul Willax.
Empire of America Public Performance
All About Mortgages
Budgeting Your Living Pt I
Budgeting Your Living Pt II
Credit Use And Abuse
Economic Impact Of Divorce Pt I
Economic Impact Of Divorce Pt II
Financial Planning (Advisors) Pt I
Financial Planning (Principles) Pt II
Higher Education
IRAs
Syndicated Tax Shelters
Tax Exempt Investments
Where There's A Will...

Your Will And Estate
30 Minutes 1990
Host Chris Wiggins discusses the benefits of estate planning with an emphasis on wills, executors, guardians and trusts as well as other valuable financial planning advice.
Beacon Films Public Performance

Save A Fortune On Your Estate Taxes
45 Minutes 1990
Barry Kaye Assoc. Public Performance

FREEBIES

The U.S. Government Consumer Information Center provides free and low-cost federal publications on this topic. The Consumer Information Center publications include the following:
Nine Ways to Lower Your Auto Insurance Costs
Consumer Handbook on Adjustable Rate Mortgages
A Consumer's Guide to Mortgage Lock-ins
A Consumer's Guide to Mortgage Refinancings
How to Buy a Home with a Low Down Payment

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The Mortgage Money Guide
Reverse Mortgages
Choosing and Using Credit Cards
Consumer Handbook to Credit Protection Laws
Credit & Divorce
Solving Credit Problems
Your Credit: A Complete Guide
Buying Treasury Securities
A Consumer's Guide to Life Insurance
Deposits & Investments
Facts About Financial Planners
Investment Swindles: How They Work and How To Avoid Them
Investors' Bill of Rights
The Savings Bonds Question and Answer Book
Staying Independent: Planning for Financial Independence in Later Life
What You Should Know About the Pension Law
Your Guaranteed Pension

The above titles are either free or cost 50 cents each. To get a Consumer Information Catalog, write to:
Consumer Information Center
P.O. Box 100
Pueblo, Colorado 81002

The Public Register's Annual Report Service provides free annual reports of about 3,000 companies. This service is a time-saver because one can request the reports of several companies from it instead of contacting the individual companies separately. To request annual reports, call (800) 426-6825.

ORGANIZATIONS

The following are organizations which deal with various aspects of personal finance and investment. They may be contacted for additional information.

American Association of Individual Investors (AAII)
625 N. Michigan Ave., Ste. 1900
Chicago, IL 60611
Phone: (312) 280-0170
Assists individuals in becoming effective managers of their own assets through educational programs and research.

American Association of Retired Persons (AARP)
601 E St. NW
Washington, DC 20049
Phone: (202) 434-2277
Provides group health insurance program, discounts on auto rental and hotel rates, and a specially designed and priced motoring plan, among other services.

American Society of Utility Investors (ASUI)
PO Box 342
New Cumberland, PA 17070
Phone: (717) 774-8434
Provides utility financial information and news reports on major investor-owned electric, gas, water and telecommunications domestic utilities.

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Bankcard Holders of America
560 Herndon Pkwy., Ste. 120
Herndon, VA 22070
Phone: (800) 553-8025
Provides help in deciding among the approximately 6,000 U.S. banks that offer credit cards.

National Association of Investors Corporation (NAIC)
1515 E. 11 Mile Rd.
Royal Oak, MI 48067
Phone: (810) 543-0612
Counsel and teach investing techniques and sound investment procedures to interested people, among other services.

Appendix 6

Degree and Pace of Obsolescence of Science Information:

Some Guidelines

Mathematical information is never obsolete. At the least, not the level of mathematics found in small public libraries, school libraries and junior college libraries. The information may be judged more or less desirable pedagogically.

Fundamental or pure science has a relatively slower rate of obsolescence compared to applied science and technology.

Conceptual or theoretical scientific ideas are more enduring, with a slower rate of obsolescence, than their practical manifestations.

The more generic an item of information is, the slower is its rate of obsolescence, or the less likely it will be obsolete.

Grant Writing: A Panel Discussion Summary

Summarized by

Judy Caldwell
Micronesian Seminar Library
Kolonia, Pohnpei
Federated States of Micronesia

Introduction

Moderator Dan Perin, Economic Advisor for the Economic Planning Commission, Pohnpei State Governor's Office opened the session. The panel members were Bob Spegal, Grant Advisor, Pohnpei State Governor's Office; Jimmy Hicks, Programs Coordinator, Federated States of Micronesia National Department of Education; Fr. Francis X. Hezel, S.J., Director, Micronesian Seminar; Marcus Samo, Health Planner, Federated States of Micronesia Health Services; and Dana Russo, Development Assistance Officer, Australian Agency for International Development (AUSAID).

After the opening remarks, each panelist was asked to describe his/her experiences, suggest helpful *tools of the trade*, share their *tricks of the trade* and offer an answer to the question, "Where is the *easy* money?"

Panel Discussion

Dan Perin, with nearly 20 years experience with United States federal grant writing and administration within the Federated States of Micronesia (FSM), worked for two years as a full-time grant writer for Pohnpei State and the Pohnpei Utility Corporation. With this background, he reminded us that grant writing is a learned skill, not a talent. He suggested one way to begin is recognizing some *fixed* rules that must be observed if one wants to be successful in obtaining grants. These rules include:

- Read the directions; fill in all the blanks (even when the question doesn't pertain to your efforts, write *not applicable* in the blank).
- Double check all the arithmetic.

- Get the application in on time.
- Explain why no other resource can fulfill the need for that grant.
- Describe other efforts and contributions already made, showing that the grant is part of an overall program.
- Be honest.
- Don't pad the grant with items you don't really need.
- Be on time with reports and financial accounting.
- Close out the grant properly.

His suggestion for helpful *tools of the trade* included a good dictionary, writing and phone skills. *Easy money* can sometimes be had by going back to the same donor for a second time; however, his works only if your first grant was fulfilled successfully.

Bob Spegal's experience includes working on Pohnpei Upward Bound, World Health Organization and Pohnpei State Health Services grants. His administrative work with the Pacific Basin Medical Officer's Training School involved a *sunset program* grant, meaning a non-renewable grant given for a specific time period. He believed a good *trick of the trade* was to expand the donor base by approaching government agencies, such as those in the United States, Australia, Japan, China, New Zealand, and even Europe; foundations and non-governmental organizations (NGOs). Don't rely on the same source over and over again. Spegal felt the best *tools of the trade* are:

- Knowledge -- of your subject, the environment you work in, and the donors to whom you are appealing.
- A track record of success.

He believes your goal is to grab their attention and keep it. Unfortunately, he admitted there is no *easy money*, because if it were really *easy*, it would quickly disappear!

Jimmy Hick's past experience includes working with education grants in Kosrae. Currently, he is working in educational program planning at the national level in the FSM. He suggested that the Internet is fast becoming the biggest tool of today's grant applicant. Access is in real time, giving the Pacific region the same timely opportunities as anyone, anywhere else. Look for the *Federal Register Announcements* and the *United States Department of Education Announcements* on the Internet.[1] Further, by using the Internet to access the U.S. Department

of Education, you can then link up to other related sites. Grant information is also available from the *Institute of Museum and Library Services* [2] on the Internet.

He also noted that this more high-tech approach is dependent on local telecommunications capabilities and access to the Internet.

Hicks also cited another helpful tool at hand is the writer's research ability. Since grants are becoming more and more competitive and the number of applications per award is increasing, the writer needs to be innovative. Hicks recommended the following *tricks*:

- Comprehensiveness.
- A result-based description of the proposal, or past accomplishments.
- Submit cooperative applications such as regional proposals or joint proposals with other individuals; grants seen to promote cooperation are usually highly valued.
- Focus on areas that are not being served by writing grants that target unmet needs. This is quite appropriate to the field of library and information services as the Pacific region has many unmet needs.

Fr. Francis X. Hezel, S.J. commented that his recent successful involvement with grant writing includes grants for a video production unit in the Micronesian Seminar, as well as funding for construction of the new Micronesian Seminar building. He brought to the discussion five helpful guidelines for those new to grant writing.

- Have a *vision* -- a clear idea of what you want to *do*, not what you want to *have*. In other words, have a purpose, goal, or objective and put it into one or two sentences. This could be showing how you will be helping others, or how you can *do new things or do old things better*.
- Ask yourself, "Why should what we want to do appeal to this agency?" Link your goals to the foundation's goals. In doing this, it is important to remember to *say what you mean, and say nothing that you will not do*. Don't write what you think the foundation wants to hear.
- Pay attention to the preparation of the budget portion of the application. The more precise you can be about the cost, the more successful your application will be.
- Pick a foundation that matches you.
- Grants will not cover all of a project's overhead, so find other ways to cover some of the costs.

Marcus Samo believes the three most important things in grant writing are

- Desire.
- Need.
- Commitment.

His first grant application requested funding for his education. In his application, he addressed these criteria and was granted funding. He has since worked with Pacific Island Health Officers Association (PIHOA) on a regional grant to provide Internet Access for medical personnel. Samo also reinforced Fr. Hezel's warning about doing what you say you will do. Be sure you deliver on your contract with the provider. Fulfill your end of the deal. In writing the grant, he recommends using *active* language, demonstrating your needs, and showing how the project will sustain itself. The only *easy* money is when someone else has done it!

Dana Russo, the AUSAID Development Assistance Officer in Pohnpei reviews grant applications and makes recommendations to her funding agency. She offered our session a view from the perspective of the granting agency. Russo's job is to read what we write! She described some of the things she looks for in a grant application.

- Have a designated project manager, that is, one person to whom the grantor can turn for information, clarification, and follow-up.
- A good budget breakdown is also important -- indicate phases of the project, hunt for the best prices for resources, know what you are buying, and do the legwork. Don't guess or use the first price quote you hear, as it may be way out of line.
- Show you have tried, and sometimes succeeded in, getting help from other sources, such as community money, networking with other supporters, etc.
- Most granting agencies and AusAID, in particular, will watch for gender equity. If the grant affects women, mention it.

AusAID covers the FSM, the Marshall Islands, and Palau with two grant programs: 1) the *Small Grant Scheme* (SGS) aimed at funding community organization sponsored development projects up to $35,000, and requiring standard information; and 2) the *Head of Mission Discretionary Fund*. In the FSM, national government approval is needed for any proposal to this source.

After the panel discussion was completed, those more experienced among the audience also offered some suggestions and tips:

- After the project is completed, show the donor how the budget was spent.
- Point out the problems you encountered. Be honest about what didn't work, as well as what did. Your honesty will be appreciated.
- Submit a map. This is especially helpful as not all people are familiar with Pacific Island place names.
- Cultivate personal contacts. Know people in the Foreign Affairs Office of your government and know when someone is coming to your island that might be a grant source.

As the moderator drew the discussion to a close he observed that "sharing the market for grants is hard. We are competing for the same resources." Since sharing resources is what the Pacific Islands Association of Libraries and Archives is all about, we thank the panel members for sharing their *secrets* of successful grant writing. We hope newcomers to grant writing will have found encouragement to try it, and that those more experienced have gained some new insights into the process.

References

1. The Internet WWW site for the *United States Department of Education Funding Opportunities* home page is:

   http://www.ed.gov/funding.html

   Announcements from the *Federal Register -- U.S. Department of Education* are located at:

   http://www.ed.gov/legislation/FedRegister/announcements/index.html

2. The *Institute of Museum and Library Services* WWW home page has links to their grant opportunities. The !nternet address is http://www.imls.fed.us/

The Library: A Place of Enlightenment -- Experiences of Some Librarians in Papua New Guinea

Margaret Obi
University of Papua New Guinea
South Pacific Centre for Communication and Information in Development
Port Moresby, Papua New Guinea
and
University of Technology, Department of Information Studies
Sydney, Australia

This is dedicated to my children, Kaia and Manu and the children of all library workers in the Pacific who through their librarian parent have been given the opportunity to grow up with books.

Introduction

The library as a *Place of Enlightenment* in Papua New Guinea (PNG) is a luxury enjoyed by only a minority of the nation's 4 million people of whom 85% live in rural areas. (PNG, 1993, p. 1)

Today, I will present some preliminary findings from my doctoral research, *The Influences on and the Effects of the Development of Library Education and Training in Papua New Guinea* (Obi, 1995-1998), reflecting the views of some Papua New Guinea librarians on librarianship. The focus of this research provided a starting point from which two other general aspects of librarianship will be viewed: 1) library services, and 2) the library profession as an association of librarians.

Five data gathering methods were used: the questionnaire survey; focus group; interviews; narrative text; and library and archival research. For this paper, only the initial findings from the questionnaire survey and the focus group will be used as they are exclusive to the opinions of the librarians at all staffing levels and qualification.

A review of the literature revealed an absence of a body of indigenous literature on librarianship by Papua New Guinea librarians. Because of this lack, the need to get the views of as many librarians as possible was paramount to this research.

I felt the questionnaire survey was the most relevant method to reach as many librarians as possible. The scattered geographical locations of libraries and librarians, the high cost of air-travel and the institutional budget constraints meant I could not travel extensively throughout the country. Returns of an initial questionnaire influenced my decision to visit only those urban centers which suggested an information rich base. Five major centers were visited, Port Moresby, the nation's capital city, Rabaul, Madang and Goroka. Lae, the second largest city with the second highest population of libraries and librarians was also visited, although no initial returns were received from there.

I have not attempted to analyze this preliminary data so as to not pre-empt future analysis. Therefore, I will only present what some librarians are saying about librarianship in their country.

Background

In its endeavor to develop Papua New Guinea and its people, the colonizers, especially the Australian government, established and left among other things, a legacy of libraries, books and reading. Working with this legacy has proven to be a monumental task, particularly for librarians. Papua New Guinea librarians work with the realities of a nation that has more than 700 indigenous languages, yet the contents of any library's holdings in the country are largely in the English language. They are totally dependent on the foreign importation of library material written in a foreign language. The library, the buildings and the tools that they work with are culturally alien to their own indigenous lifestyle. There is no network of libraries or librarians with related professions. There is not a library information system, as such, to provide a sustainable reading society.

The task is further exacerbated by the fallacy that because is a visual and orally oriented society, libraries, books and reading cannot be adapted or adopted to suit the lifestyles of Papua New Guineans. There are also other social, cultural, economic and political factors making the librarian's work difficult, although -- in the end -- not impossible to carry out.

In retrospect, perhaps a little understanding by colonial governments of the reading habits; levels of reading skill in the English language; and the information needs of the indigenous population would have made the transition from a traditional lifestyle, where reading was not a way of life, to a lifestyle that embraced reading and writing, considerably easier.

In the late 1940's, the Australian government, through its Department of Native Affairs Welfare and Development, Division's Village or Native library services, established some two hundred and sixty experimental village libraries. These were stocked with expendable books in the English language. I do not have statistics for the number of Papua New Guineans literate in the English language for that time; however, I believe we can safely assume there were very few.

Moreover, employment opportunities as library workers for the indigenous were nonexistent at that time. According to a former expatriate librarian working in the late fifties, "When I first arrived, there were no Papuan New Guinean library staff employed in the library except as cleaners. Despite some opposition from the expatriate library staff, I initiated the employment of Papua New Guineans as library assistants. Our first library assistant was a girl named Miria Baru." (Obi, 1995-1998).

Today, in the draft *List of Who's Who in Librarianship in Papua New Guinea*, covering who is who and who was who, I have more than nine hundred library workers, both national and expatriate of whom more than six hundred are Papua New Guinean. This list is still in progress and will be sent back to the Papua New Guinean librarians for their comments before publication. (Obi, 1998).

Data collected from the questionnaire and the focus group addressed the two main issues of *influences* and *effects* on the development of library education and training, the library services and the library profession in Papua New Guinea. I will now present my preliminary findings.

My second paper, also presented today, *Information and Development in Papua New Guinea: Some Thoughts* will provide the backdrop within which these librarians work.

Influences

What do you believe are the main influences on the development of library education and training, the library services and the library profession in Papua New Guinea? In response to this first question, some common influences identified in these three areas were as follows:

Change

Librarians felt that any type of change that occurred in libraries to librarians or their users affected their work as librarians. For example, changes in the development of information resources such as computers, CD-ROM, microfiche; changes in administrative operations from card catalogues to computer catalogues; changes in the type and sophistication of inquiry from users, especially students from community school level to tertiary level.

Infrastructure

The infrastructure includes institutions as employing agencies, their policies, systems and services, the buildings, and professional associations. Librarians felt that the government, who is the main employer and financial resource for libraries and librarians throughout the country, did not provide adequate funding to enable the maintenance of effective staffing levels and services. One librarian felt that, "library services in the colonial days were much more effective because the government then, put money to facilitate continuity because they saw

libraries as tools for development." Another librarian suggested the lack of a polity affected librarianship. Others felt because of their geographical locations, maintaining contact on professional issues of concern was extremely difficult. A few librarians felt that there was no "recognition of the library profession within the public service by the national government" (Obi, 1995-1998). There was no mention of a professional body of librarians.

People

Librarians saw people as an influence on the development of librarianship in Papua New Guinea. They included individual librarians, both expatriate and national, employers, consultants, donors, the users and themselves as librarians. In particular three groups were discussed:

Users. Librarians felt that users were the center of library services. They wrote about the "growing relationship between the librarians and the users," through "their [users] frequent use of the library," "the questions and their demands for information" and "their ability to come up with their needs to the librarian" (Obi, 1995-1998). The users and their actions affect the type and level of services provided by the librarians.

Employers, managers or bosses. Librarians felt that the attitude of their bosses towards themselves as librarians was crucial to their performance and the quality of service they provided. They felt that "some bosses tend to think that the library is not important, therefore do not release funds either for the education and training of library staff or for library materials" or that "they divert funds to other areas which are of priority to them." Other librarians felt that this "attitude was dependent on the level of awareness, understanding and recognition of the importance of the library by the bosses" (Obi, 1995-1998).

Librarians. Some respondents felt that "librarians had a laid back attitude towards their work and expected the bosses to know what their needs were." Others felt that "it is the librarians themselves who must use their initiatives to make sure that the library is inviting to people and to motivate them to use the library." The librarian's attitude towards patrons and managers was also considered relevant and important to the development of librarianship. Most felt that "it is difficult for librarians to put into practice what has been learnt at the library school because decisions made by bosses were often not relevant to the library and affected its operations." Librarians felt that they were not consulted by bosses on matters affecting them as librarians and their work" (Obi, 1995-1998).

Resources

Resources include funding, manpower and materials. Librarians felt that the lack of or inadequate funding by their parent organizations meant a number of library planned activities such as "the promotion of libraries could not be carried out." It also meant "inadequate library facilities." "New and replacement materials could not be bought" thus

libraries were "understocked and lacked proper material to meet users' requirements." It also meant a "shortage of staff" or "qualified staff" as staffing levels or the continuing education of staff could not be maintained. Librarians felt that this could lead to the "closure of libraries" because of their "inability to maintain libraries at a satisfactory level of performance" (Obi, 1995-1998).

Effects

What do you believe are the main effects of the development of library education and training, the library services and the library profession? In response to the second question, some common effects in the three areas were identified as follows:

Change

Librarians felt that the introduction of modern information technologies had affected themselves and the services they provided. The new computer technologies "enabled them to spend more time on other personalized activities to be able to satisfy user information needs" because "it made management of information easier and less time consuming." These new information technologies exposed the "need for librarians to possess the knowledge and skills on information management using these technologies." With these new technologies, they felt that "libraries no longer store only books but provide information through the use of the CD-ROM, microforms, and on-line services" (Obi, 1995-1998).

Infrastructure

Despite the general lack of continued support by government at a reasonable level, librarians felt that government was slowly beginning to acknowledge libraries and the work of librarians. One librarian was able to obtain external aid to upgrade the services of her library. Other libraries were being merged with other libraries of similar content and coverage to enable a more rational approach to services. One librarian mentioned that the Papua New Guinea Library Association (PNGLA) was "now defunct" (Obi, 1995-1998). This may be a reason respondents did not see it as an influence on librarianship at the time of this research; although, one other librarian states that cooperation "would assist others, especially the group as professionals, to come together and discuss issues in their field of interest" and another that there is "no network for librarians to seek assistance in terms of professional advice" (Obi, 1995-1998).

People

The effect of the development of librarianship on the users, bosses and librarians is gradually improving. One librarian was requested by her bosses to open her library for users instead of being only a depository. Another states that "students have started to come into the library [as]

the library materials are better organized" and that users are now "consulting a variety of sources of information than before" and "more and more people are taking interest in libraries and treating them as sources to broaden and enhance their knowledge and understanding." Most librarians fell that librarians are "better qualified to serve the library user in their various information requirements" (Obi, 1995-1998).

Resources

One librarian adequately summed up the effects of funding, manpower and materials by saying, "when there is enough money to run the library and if there is someone with the know-how to plan and implement decisions on what needs to be done with relevant materials, good will come of this and people will appreciate the service provided" (Obi, 1995-1998).

Other Considerations

In looking at the data gathered using the questionnaire survey and focus group, some facts were not brought out that bear mentioning.

Policy Documents

There are three Papua New Guinea government policy documents in existence that play a role in librarianship in Papua New Guinea. In 1993, the *National Policy on Information and Communication of Papua New Guinea* (PNG, 1993) was put out by the previously existing Department of Information and Communication Services. *The National Policy for Libraries and Archives* (PNG, 1994) was put out by the National Library Service in 1994; and the *National Language Policy of Papua New Guinea* was produced by the National Department of Education in the late 1980's (PNG, 198?).

None of these policy documents were mentioned by the librarians who participated in this research.

Papua New Guinea Library Association

While one librarian states that the Papua New Guinea Library Association is defunct, its influences as a professional body were not acknowledged. The Papua New Guinea Library Association held its inaugural meeting on Sunday, September 16, 1973, two years before the country obtained political independence from Australia. The meeting was reported in their publication, *Toktok Bilong Haus Buk* (1973, p.8). The operation depended largely on librarians as volunteers. Despite it being defunct, most librarians still say that they are members of the Papua New Guinea Library Association.

Conclusion

The library will always be a *Place of Enlightenment* and in Papua New Guinea, the librarians acknowledge this. From the comments I have been hearing so far at this PIALA conference, the experiences of some Papua New Guinea librarians that I have outlined are not dissimilar to those experienced by yourselves.

To ensure that your library remains a *Place of Enlightenment*, you as librarians will need to take responsibility for your professional affairs, not as individuals but as a group of professionals working towards the same goals and aspirations, not only for yourselves but for your users.

This can be done through the formation of a professional group such as the Pohnpei Library Association which can be a branch of your Pacific Islands Association of Libraries and Archives (PIALA). Moreover, the Papua New Guinea Library Association will need to be revived and affiliated to PIALA. As a group, as a body of professional librarians, you can make a much bigger impact than as an individual.

You are not alone in your endeavors as facilitators in the *Place of Enlightenment*.

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Information and Development in Papua New Guinea: Some Thoughts

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Introduction

Information and development, when in isolation of each other are ineffective. They must both operate as complements of each other, tailored to meet the specific needs of a particular nation and its people. Even then, a meaningful and holistic lifestyle of a people cannot be ensured unless effective government and non-government infrastructures relating to information and development are put into place. These infrastructures must be adequately planned and managed, policy driven, flexible, continuously supported with adequate resources and closely monitored to be effectively maintained.

Much is being said today about the information age and the global information society in which we live. In this context, questions arise as to how informed is this information society and how or what is the relationship, if any, between information and development?

There are no finite or universally acceptable definitions of information (Boon, 1992, p. 64) or of development. Dictionary definitions often serve as guides or *pointers* to thoughts on the meaning of a particular word or term. One must keep in mind, however, that concepts and meanings of terms are not static, they change just as an evolving society changes. Words take on different attributes or characteristics as seen and experienced by those using them for their everyday purposes. As a result, their contents change, adapt and evolve or expand due to social, cultural, economic and political conditions that time and circumstances exert on them.

The *American Heritage Dictionary of the English Language* defines development, for example, as "to expand, to realize the potentialities of or to bring gradually to a better state, to elaborate or to enlarge " (Morris, 1979, pp. 360-361). Others when attempting to understand it ask, "Does it in fact mean different things to different people?" (Turner, 1980, p. 18). Could it

mean, as Meyer describes in the *Social Science Encyclopedia* the "rapid economic growth through crash programmes of industrialisation carried through a centralized command economy" (Meyer, 1991, p. 135); or is it "the structural transformation which implies cultural, political, social and economic changes?" (Hettne, 1993, p. 3).

Development implies an existing state that is primitive or deteriorating, not acceptable to a predefined status of a lifestyle. Value judgements are placed on such a state and therefore interpreted to mean that there is a need for *development,* for improvement, modernization and transformation from such a state to a more accommodating and acceptable existence. "But from where are these judgements to come?" asks Seers in his article, *The Meaning of Development*" (Seers, 1979, p. 12). Governments, he suggests, are more often than not the main obstacles to development.

Development also suggests *underdevelopment* or a *developing* process. This is mostly attributed to the nations in Africa, South America and the Pacific as developing countries. The term *Third World* has also been used synonymously with *developing* countries, however, with today's global events, this description becomes moot.

Graeme McDougall in *The Development Dilemma* lists seven "problems that are common to most developing countries. [These are] ... poverty on a massive scale; populations that are too big, and rising too fast for the economy in its present form to support; insufficient food production; high rates of illiteracy; growing debt burdens; inability to boost exports and balance international payments; inability to create and support an effective public service; and the inability to mobilize capital" (McDougall, 1974, p. 4).

The role of information in these developing countries has often been ignored as a strategic tool in the nation's development process (Agha & Akhtar, 1992, p. 283). Information is often synonymous with data, knowledge and intelligence and similar to development; it is unless and meaningless unless it is utilized within the context of the type and level at which development takes place.

Neelameghan speaking at a *Seminar on Information for Development* for the University of Papua New Guinea's Department of Library and Information Studies, said that "effective and efficient development planning and implementation of plans require easy flow and exchange of data and information among those responsible for development policy and planning and the beneficiaries of the development activities and between these two groups." (Neelameghan, 1992, p.1)

For Papua New Guinea, the value and the full utilization of information needs to be realized and appreciated by decision makers, implementors, facilitators and beneficiaries of development products. Papua New Guinea has in place infrastructures that could potentially enhance development through the use of information.

What, then does development mean to Papua New Guinea?

In 1975, at his first conference as the new Prime Minister of Papua New Guinea, Michael Somare stated that, "Now we are a new nation we have to pull up our socks and start working. From today onwards we should be thinking more of self-reliance than depending on others" (Somare, 1995). Without using the term *development*, he was providing direction for the newly politically independent nation through the self-reliance approach to development.

Twenty-one years later, Julius Chan, then Prime Minister, in his *Coming of Age* Independence Day message acknowledged that, "Some old problems have disappeared over the years, but new and perhaps more complex ones have taken their place. The important thing to remember is that we are admitting that they exist.....and we are handling them ..." [at least] "We have retained our national identity, our dignity, and our integrity" (Chan, 1996).

In retrospect, a cursory comparison on colonial rules indicates that Germany and Japan (two other colonizers of Papua New Guinea), although both non-colonized countries, had a better and firmer grasp of the concepts and models of development than Australia had at the time. Kenneth Good writes that "... Australia itself has been a colony and dependent country on the periphery of the world system. For this reason, growth in Papua New Guinea has been related to the tempo, direction and intensity of capitalist development in Australia" (Amarshi, Good & Mortimer, 1979, p. 63). In style, Australia's rule was heavily authoritarian and thoroughly paternalistic. In substance, it was highly restrictive of autonomous political activity and was non-participatory (Amarshi, Good & Mortimer, 1979, p. 188).

The type of development needed in Papua New Guinea seemed to be to achieve and propagate capitalism through colonialism. Great Britain as the colonizer of Australia used that country to achieve its own objectives. Australia used Papua New Guinea to achieve its own objectives as well as Great Britain's.

Colonialism it would seem, suited the colonizer's development process -- but what of the colonized country?

David Kavanamur (1993, p. 46) when analyzing the concept of development as practiced by different governments in Papua New Guinea since independence notes that despite the move away from welfarist goals envisioned prior to and during independence to more orthodox economic goals dictated to by aid donors, five goals enshrined in the Constitution of Papua New Guinea still remained paramount. These, according to Kavanamur provide the official version of development in Papua New Guinea.

How the goals are interpreted and translated into meaningful actions is dependent on the political, social and economic policies and their management by the government of the day. These are also dependent on the availability of socio-economic, political and cultural resources, and the existence of communication and information infrastructures which will

deliver development products to the nation and its people.

These development products do not come without information; for instance information on what that specific product is, how it should be used, when it should be used for the best results, etc. Information is therefore inherent in any kind of development product or process.

To understand information and development, a look at some background information on Papua New Guinea is necessary.

Background

The last census in 1990 recorded a population in Papua New Guinea of just over 4 million people of whom 85% live in rural areas. There are more than eight hundred indigenous languages with three major *lingua franca*: Tok Pisin, Hiri Motu and English.

English is the main language of instruction at all levels of education and is still the main language of the books. On the issue of languages, according to the *National Policy on Information and Communication of Papua New Guinea*, " the Independent state of Papua New Guinea endorses the basic right of each cultural community to receive fundamental information in their mother tongue" and "recognizes English as its official language of international communication and commerce, with Tok Pisin and Hiri Motu as official languages of convenience" (PNG, 1993, p. 31).

This causes problems for librarians and information workers in their efforts to maintain effective collections, especially in the English language. It also poses a dilemma for the maintenance of literacy levels at any one particular language either in the *lingua franca* or the vernaculars.

Booktrade

There is no major publishing house in Papua New Guinea. Publishing and printing is done by individual government and non-governmental agencies for their day-to-day operations. Collecting what has been published by these bodies is a problem, especially for those trying to develop Papua New Guinea collections.

The problem is compounded by the lack of a central coordinating body or depository to collect, control and disseminate what has been published by government and non-governmental agencies.

Government Structure

The existing parliamentary structure of the nation's 109 members of the national parliament --

20 in the regional and 89 in the open electorates (PNG, 1993, p. 1); and governmental agencies at the national, provincial and community levels have yet to be acknowledged by constituents a service providers and as sources of information to be used by them.

This information service should be the most relevant conduit through which all government transactions are passed on to their voters.

Libraries and Archives

Most of the twenty provinces in Papua New Guinea have a public library with the exception of the three provinces of Fly, Central and Gulf. Those with libraries benefit from advisory and technical services provided by the Office of Libraries and Archives, also known as the National Library Services.

The Office of Libraries and Archives also provides their services to more than two thousand community schools, more than a hundred provincial high schools and less than ten national and/or secondary schools. There are also a number of libraries in specialized colleges and institutes such as the Forestry Institute and Balob Teachers College; and six government sponsored universities including the University of Papua New Guinea; the University of Technology; Vudal University specializing in agriculture; and Goroka University specializing in education and teacher training. There are also two church sponsored universities, the Divine Word University (Catholic) and the Pacific Adventist College (Seventh Day Adventist) which have libraries.

Private education throughout the country is also provided by the International Education Agency, operating private international schools. These are largely based on a foreign syllabi with some Papua New Guinea content. Libraries within these schools are better supported and funded than those funded by the Papua New Guinea government.

Despite services provided by the Office of Libraries and Archives, libraries and librarians are not the norm in community schools. The situation improves at the provincial, national and tertiary levels of education. University libraries enjoy even better and improved support and funding.

There is no formal system or network of libraries throughout the country. The Office of Libraries and Archives practices some semblance of a system through the provision of advisory and technical services to government department libraries, schools and public libraries.

Because of the great number of community schools throughout the country, creating library information centers within them would enable the dissemination of development products to the majority of the nation's population. This needs to be considered seriously, especially by the national Department of Education, and strengthened with the participation of all libraries and related professions in the country.

The Media

Television was introduced in the mid 1980's and is foreign owned. It is a medium to be harnessed for library publicity and propagating library information. Although it is not the medium for the masses in Papua New Guinea, it can now be found in rural areas for an enterprising person with a petrol or diesel generator and access to a satellite dish. The content of the television programs and videos are mainly foreign and not Papua New Guinea oriented.

Because of its oral and visual orientation, the use of television as an educational tool for integral human development through the teaching of literacy would support the oral and visual culture of Papua New Guinea.

Radio, the medium of the masses, though in the main, a one-way communication process in Papua New Guinea is monopolized by government through the National Broadcasting Corporation. Established in 1973, it offers three services:

Kundu, a radio service within the provinces operating exclusively in high frequency bands with emphasis on developmental, educational and extension programs. Broadcast languages used are English, popular *lingua franc*a and/or the vernacular of the province. For example, in East New Britain, the radio would use English, Tok Pisin and Kuanua.

Karai, with services national in scope, is primarily aimed at those who need to know about what is happening in the country. Programs include entertainment, educational matters, forums or discussions and live broadcasts of significant events, issues and Parliamentary sessions, with broadcast languages including English, Hiri Motu and Tok Pisin.

Kalang, the FM or commercial radio service is aimed at the urban audience, especially the younger generation and carries commercial advertising (PNG, 1977).

Newspapers

There currently are two English language daily newspapers, the *Papua New Guinea Post Courier* and the *Papua New Guinea National*, both with partial national ownership and a nationwide circulation. A weekly, the *Papua New Guinea Independent*, also published in the English language, is church owned through the Word Publishing Company. There are provincial newspapers such as the *Eastern Star* for the Milne Bay Province; institutional newspapers like the University of Papua New Guinea's *University This Week*, and association newsletters such as the *Public Employees Association Newsletter*, but they are limited in their readership.

Newspapers are the most read printed media within Papua New Guinea and therefore have a vital role in the development process of the nation. The responsibility is on the newspapers to report information accurately and honestly, without bias.

Information Technology

Since the early 1990's, computers have invaded most government and private enterprise offices. Information technology and computing policies have been drawn up in an attempt to control the types of hardware and software being used by various government agencies. The task has not been easy, especially with the influx of a variety of hardware and software, and the concurrent emergence of individual preferences.

The foresight of *Telikom* in telecommunications has enabled access within and outside Papua New Guinea to electronic mail facilities, telephone linkages and on-line information services both nationally and internationally. However, due to budget constraints and other non-library priorities, most libraries in Papua New Guinea do not have access to a computer or online services.

Transportation Infrastructure

An efficient transport system is essential for the flow of information in the development process of a nation. Papua New Guinea's rough physical terrain makes it almost impossible to maintain an effective transport and communications system or network.

Roads Papua New Guinea has a very limited number of good quality paved roads with numerous dirt feeder roads or tracks between destinations. No major roads link the nation's capital city, Port Moresby with the other major towns or cities; although Lae is linked to Goroka and Mt. Hagen via the Okuk/Highlands Highway.

Sea Major port towns and cities such as Port Moresby, Lae, Madang and Rabaul are accessible to national and international shipping routes. Mission sponsored and private coastal vessels provide transport and communication links along the coast and isolated areas where road and air transport is not possible.

Air The national airline, *Air Niugini* offers domestic and international services in and out of the country. Privately owned third level airlines also provide the very much needed local services.

Why information has not played a vital role in the development of Papua New Guinea?

Agha and Akhtar suggest that often choices made by governments as areas of priority do not include information or information related infrastructures. Information is "often taken for granted ... the lack of sufficient priority given to information in developing countries explains the dearth of information systems and services in these areas" (Agha & Akhtar, 1992, p. 284).

Papua New Guinea is rich in resources, both natural and man-made. Information is inherent

within these resources and in any government decision made. Concrete, sustainable and flexible development policies, when produced by governments of the day at national, provincial and community levels, need to be relevant and be made not in isolation of previously existing instruments and changes taking place within the various levels of the communities.

A number of policies have been produced by government agencies that are relevant to information and development such as the *National Policy on Information and Communication in Papua New Guinea* (PNG, 1993), the *National Language Policy of Papua New Guinea* (PNG, 198?) and the *National Policy for Libraries and Archives* (PNG, 1994). These policies need to be activated and be government supported if they are to play a strategic role in the development process in Papua New Guinea. However, this is dependent on "the way state power is used in managing economic and social resources for development of society" (Tetzlaff, 1995, p. 20).

Kavanamur's official version of development for Papua New Guinea -- *The Constitution of Papua New Guinea* -- needs to be re-visited. The guiding principles: Integral Human Development; Equality and Participation; National Sovereignty; National Resources and Environment; and Papua New Guinea Ways need to be translated into development information products that are culturally relevant to its nation and its people.

This "information which is going to be used with a view to development must be relevant and accessible" (Boon, 1992, p. 66). The role of information and development must have value to those who use information to make policy decisions, to those who will facilitate these decisions and to the beneficiaries of these decisions for a nation's well being.

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Pacific Literature for Children and Young Adults

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Greetings! *Hafa Adai, Kaselehlia, Olomwaay, Alii, Mogethin, Raan Anim, Iokwe, Tuwoh* and greetings to other Pacific Islanders -- Hello!

I would like to give special thanks to Carmina Lihpai from the Pohnpei Public Library and Arlene Cohen from the University of Guam for being persistent and believing I had something valuable to share with librarians in the region, to Judy Caldwell and Pohnpei State for having me here again, and to Birgitta Bergdahl, Director of the IFLA Advancement of Librarianship in the Third World Programme for her interest and generous funding.

In this Place of Enlightenment -- *Wasahn Kamarain* -- I will attempt to satisfy your multiple intelligences [1] through story, song, speech and audience participation. To begin, please listen to *The Sun and the Wind* (Forest, 1982), as sung and told by Heather Forest, a storyteller I first heard in 1997 at the National Storytelling Festival in Jonesborough, Tennessee. As a storyteller, she has traveled throughout the United States telling stories to audiences of all ages. Her stories are drawn mostly from the resources of folktales and fables passed down through oral traditions. She set *The Sun and the Wind*, taken from an Aesop's Fable to music and performs it accompanied by her guitar, as I will do now.

The Sun and the Wind
as sung and told by Heather Forest

Now this story takes place a long time ago
When a man made himself a nice, warm winter coat
He put it on and then he went for a walk
on a long winding road.
The day was bright and sunny, there was just a little bit of a breeze.

There once was a man in a warm coat
Walking his way down a winding road.
Meanwhile up in the sky, unknown to the man,
The sun and the wind were having a conversation.

The wind said to the sun, "I am the strongest one. I am stronger than you."
The sun said to the wind, "No you're not. And all your boasting and your pride bids me challenge you to a test. We'll see who's strongest."

"Wind just look down there on the road."
Wind turned a huge cloud face down to the earth.
Saw that man walking along in his nice, new warm winter coat.

Sun said, "Wind listen closely.
Which of us can take that coat off the man?
Which of us can take that coat off the man?"

"Take the coat from the man?" said the wind.
"Take the coat from the man? Why that's easy. Watch me."

And the wind blew hard down the road.
But the man he held ever more tight to his coat.
The wind blew loud, the wind blew cold.
But the shivering man he buttoned up his coat.

It blew so hard.
The bird clung to the trees.
The world was dust and swirling leaves.
But the harder the wind blew down the road.
The tighter that man clung to his coat.

Then sun came up from behind a cloud.
Warmed the air and the frosty ground.
The man on the road, he unbuttoned his coat.
He lifted his voice and he sang out loud, "La la...what a lovely day."
And the sun grew even brighter.

He started to feel so hot!
He took off his coat and he sat down in a shady spot.
Saying, "Oh, am I hot!"

Meanwhile up in the sky, the sun and the wind continued their conversation.

Wind looked down and saw that man
Sitting there under the shade of a tree without his coat on.
Turned to the sun and said, "How did you do that?
Why I huffed and I puffed and I blew to the brim.
But I couldn't get his coat off of him.
Did you say you were warm? You lit the day. Through gentleness you got your way?
That's amazing! Can you explain to me exactly how you managed to do that?"

Well, the sun just SMILED.

[Persuasion is better than Force].

A moral is expressed through story and song in this famous fable. Likewise, sharing stories and singing songs conveying morals and history are very natural in our Pacific Island upbringing.

Our Lives

Oral literature has been and is a rich and powerful teaching source in our lives. Elements of our traditional culture has influenced written literature. We, as Pacific Islanders, know the vital, powerful role of storytelling in our lives. As an instructional medium, storytelling is a vehicle for transmitting content and concepts. We learn and live responsibilities, obedience, lessons in cooking, weaving, and fishing through stories. Stories are used to keep family bonds strong, for healing and to teach about the environment. They take the form of legends, proverbs, chants, songs, dances and much more.

Have we maintained storytelling in the curriculum for today's *Pacific child*? Have we lost sight of a valuable instructional medium? Has storytelling been replaced by texts, television, radio, video and other sources of technology? These are questions vital to our development and progress as island communities and for consideration in redesigning Pacific education.

Let us take the time now to share stories. If we were born and raised as a *Pacific child* in our region, share your stories so that others may learn. If you make it your home, learn and tell these Pacific stories. This conference atmosphere and hour my not be the most suitable for stories, but let's imagine being on the beach under the full moon.

Pacific Literature

My friend, Fata Simanu-Klutz (1995) writes that Pacific literature is still a new literature. It needs to be adopted and incorporated into schools, public libraries, colleges and universities. There is a need for a body of published contemporary Pacific literature. Contemporary literature can capture life in these modern times, presenting social and personal realities and complexities of our present situations. Pacific literature, written by Pacific people, must be encouraged. In the Pacific region today, South Pacific writers have by far written more than any other Pacific group.

Pio Manoa in his article, *Singing in their Genealogical Trees* (Manoa, 1976, pp. 62-67), describes three phases of cultural clash in the South Pacific -- anger and bitterness, moving to feelings of loss as the cultures mix, and finally forging of a new way of life. I will use the words of poets in their poetry to reflect each of the three phases.

Anger and Bitterness

Writings depicting the anger and bitterness towards political circumstances and domination, coupled with keeping one's self-identity. In an attempt to express this phase, Manoa (1976, p. 63) quotes the following excerpt from Albert Leomala's poem, *My Home*:

> Whiteman go home
> I am tired of seeing your face
> I am tired of listening to your voice
> go home
> go home white skin.

Feelings of Loss

The foreign and native cultures are mixing in such a way that the native is gradually weakened. This feeling of loss is reflected in the following poem by Luafata Simanu-Klutz (Simanu-Klutz, 1995).

Kwajalein

> Once, the seat of love and leadership
> world of barefoot children
> running natural with dogs and pigs
> swimming parallel to the sharks and turtles.
>
> Once the fertile soil of sustained subsistence,
> center of copra bartering
> lobsters and coconut crabs --
> beaches of timelessness.
>
> Now, you are swept beneath concrete runways,
> trimmed lawns and golf greens:
> foreigners in idle play
> await uncaring, missiled-messages
> from Big Brother in the snow-capped mountains
> of California
>
> In due time
> CFC will deliver a tuna melt;
> waves will drown the hearts of islanders
> as on their knees they utter, "Our father!"
> Soon coconuts will float while
> skulls in submerged terrariums
> dance with the waves,
> the result of ecotourism
> ignored over landfills from China.

Forging a New Way of Life

The realization that the western way is both altering the old ways and yet is here to stay. In this phase, a new way of life develops, developing a new whole from both the old and the new. Konai Helu Thaman (Thaman, 1980, p. 5) in her poem *My Blood* reflects this last phase:

My Blood

You tell me that I've been exploited
And that I must rebel Now
You tell me that I must be their equal
You tell me that if I don't
I am sick, apathetic and useless.

But why won't you face the truth?
Why are you telling me this?
You ride a big car, just like them
You booze, just like them
You love, just like them
You slaughter, cheat and lie, just like them
Why should I hate them and YOU? ...

Children's and Young Adult Literature in Micronesia

The South Pacific Commission (SPC) Readers [2] were similar to the basal readers adopted in the United States. Like most basals, many of these readers were outdated and created cognitive dissonance for the children using them. Texts were disconnected, had no fluency and did not relate to the illustrations. For the most part, the stories were unmoving, depicting primarily South Pacific Islanders and their activities with British English terms. Micronesian people speak American English and experienced some difficulty relating to and understanding the SPC readers.

In 1979, Pacific Area Language Materials (PALM) Development Center's [3] collection of materials, of which most were written bilingually in a Pacific language and/or English, was a major effort to capture the lives of Pacific children in books. Many of the writers were education specialists in the school systems. Although some books were written with rich vocabulary and captivating illustrations, many were written with basic language and illustrations inconsistent with the texts -- more, like the *New Fun with Dick and Jane* basic readers.[4]

As an aside, although scarce, the PALM readers are still used in remote Micronesian classrooms.

At this time, only a few indigenous writers can be identified in Micronesia. Micronesian

literature available at bookstores is scarce. The few indigenous Micronesian writers include Evelyn Flores, Peter Onedera, Canesius Fillibert, Ann Rivera, Josefina Barcinas, Alister Tolenoa, Katherine Aguon, Enion Kalles, Chris Perez Howard, Dolores Marciano, and Carmen Taimanao.

Some critiques and annotated bibliographies of Pacific Literature that include Micronesia exist. For instance, Nicholas Goetzfridt's work, *Indigenous Literature of Oceania: a Survey of Criticism and Interpretation* (Goetzfridt, 1995) captures a significant collection of reviews of Pacific literature. Currently, graduate students taking my *Seminar in Literature for Children and Young Adults* at the University of Guam, College of Education are compiling several annotated bibliographies of Pacific literature for children and young adults, including one specifically covering Micronesia, *An Annotated Bibliography of Children's Literature of Micronesia* (Bryans, et al., 1998).[5]

The are few other sources that list Micronesian literature and is an area needing further exploration and development.

Efforts to Develop Literature

The scarcity of literature in Micronesia has prompted the faculty, staff and students at University of Guam and the regional community colleges; teachers and students in schools and within the various Departments of Education in the Micronesian islands; and others in the community to write and publish materials.

For instance, Gene Ashby's students at the Community College of Micronesia in Pohnpei have contributed materials for two books, *Never and Always: Micronesian Legends, Fables and Folklore* (Ashby, 1989) and *Some Things of Value: Micronesian Customs and Beliefs* (Ashby, 1989a), which were compiled and edited by Ashby.

Storyboard: A Journal of Pacific Imagery[4] is published annually by the Storyboard Association, Guam with support from the University of Guam and features the works of both Micronesian and other Pacific writers. *Storyboard 4*, the 1996 issue of *Storyboard* includes the largest collection of work by indigenous Micronesian writers I have seen to date.

Unpublished pieces developed by curriculum specialists in Micronesian Departments of Education are written for utilization in classrooms. The literature developed by these specialists is usually prepared on computers and lacks the colorful illustrations that are found in widely distributed, commercial children's and young adult publications.

The Pacific Writing Institute, a collaborative effort between the Multicultural Education and Resource Center (MERC) in the College of Education at University of Guam and the Pacific Resources for Education and Learning (PREL) in Hawaii[5] is the latest effort to develop

bilingual literature written in the Pacific contexts. The Pacific Writing Institute literature is presently being produced and utilized in education systems to support reading, writing and content area subjects.

Education systems are actively involved in creating reading materials, CD-ROM's and storytelling/read aloud videotapes and cassette tapes. A dynamic example is the community effort in Yap State to develop materials aligned with their curriculum. Local young artists in training are the illustrators for books developed by local writers.

The Challenge

The Pacific literature challenge is with us in 1997. We can no longer sit around, waiting for others to write. The challenge becomes even more complicated when, after we have finished our piece and it is ready for publication, the cost of printing is beyond what we can afford.

Other complexities include the absence of official orthographies for many Micronesian languages. Literature is written as accurately as one thinks. Additionally, changes in attitudes of school systems are needed. At present, school systems place a higher priority in young adult literature from the United States than they do in purchasing literature produced locally. A balance is sorely needed.

Libraries in the Pacific must promote, purchase and celebrate Pacific literature. When one library's Board of Directors was encouraged to promote and purchase local literature for their islands's libraries, some responses were, "Children and teenagers won't read it." and "It is too expensive." Changes in attitudes are definitely needed.

Positive Thinking

Some of us will be writers. Many of us will be instrumental in promoting Pacific literature. All of us will build our knowledge through reading Pacific literature. I close with this thought from Pio Manoa (Manoa, 1976, p.61)

> *The more a poet sings in his genealogical tree, the more his singing is in tune.*

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Notes

1. The concept of *multiple intelligences* is drawn from Howard Gardner's book, *Multiple Intelligences: The Theory in Practice,* where he describes our various intelligences as linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalist and social-emotional (Gardner, 1993).

2. South Pacific Commission Readers (SPC Readers, 1967-1985) were produced by the South Pacific Commission for primary/elementary school children who spoke English as a second or foreign language.

3. The Pacific Area Language Materials (PALM) collection was funded by the United States Office of Bilingual Education in Washington, D.C. Funding began in 1977 through the early 1980's.

4. The *New Fun with Dick and Jane* basic readers (1951), published by Scott, Foresman and Company were the Reading Program adopted by the Guam Department of Education in the 1960's.

5. Since this paper was presented, the *Annotated Bibliographies Prepared by Students in ED 642, Seminar in Literature for Children and Young Adults* [for the] *Language and Literacy Book Fair, Spring 1998* was published and distributed. Copies are available at a cost of US $13.00, including postage from Marilyn Salas, Ph.D., Multicultural Education and Resource Center, College of Education, University of Guam, UOG Station, Mangilao, Guam 96923, USA.

5. *Storyboard: A Journal of Pacific Imagery* (ISBN 1059-7492) is available from the University of Guam, Division of English and Applied Linguistics, UOG Station, Mangilao, Guam, 96923, USA.

6. Pacific Resources for Education and Learning (PREL) is a laboratory based in Hawaii that helps to strengthen educational programs and processes for children, youth and adults.

7. The Multicultural Education and Resource Center (MERC) in the College of Education, University of Guam provides training in teaching and curriculum dynamics for diverse Pacific/Asian populations.

A Strategy for the Control of National, State and Territorial Archives in Micronesia

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Introduction

The presentation outlines a strategy, based upon universally accepted archival principles and methods, for controlling and managing the archives of national, state and territorial governments, and their predecessor administrations in Micronesia. The strategy has relevance to the archives of provincial and local governments, and to the archives of other non-government organizations. The presentation shows how the control and management of national, state and territorial archives in Micronesia can be accomplished by a thorough understanding of the nature of archives, the application of internationally recognized archival principles, and a careful analysis of the administrative context in which the archives were created. Techniques for the contextual analysis of the archives will be demonstrated by reference to the successive administrations and their respective agencies responsible for the creation of archives throughout the complex history of each of the nations and states of Micronesia. Finally, guidance will be offered in documenting the control of record and archive series, and in methods of documenting the administrative context of the archives.

Archival Problems in the Pacific Islands

Among the manifold problems confronting the custodians of national, state and territorial archives in the Pacific Islands, there is one which is so fundamental in its nature and so far-reaching in its consequences for the effective control and management of archives in Oceania, it is both surprising and unfortunate that so little attention has been devoted to it in the past by those who are interested in the whole question of archival development in the Pacific Islands. The problem to which I refer is, stated simply, the difficulty of knowing, in any comprehensive and accurate manner, what archives are actually preserved in the custody of the national, state and territorial archival depositories within the Pacific Islands.

The immediate problem which arises from this deficiency in our knowledge of archives in Oceania is that the custodian of the archives -- the person who is appointed to the position or delegated with the responsibilities of the Archivist -- lacks the very knowledge which is so

critically necessary to enable them to undertake responsibility for the care, control, custody, management and use of the archives of their government.

A more indirect, but nevertheless serious problem, which arises from our comparative ignorance of these archival resources is the difficulty for regional bodies like the Pacific Islands Association of Libraries and Archives (PIALA) and the Pacific Regional Branch of the International Council on Archives (PARBICA) in their efforts to develop strategies for facilitating and promoting archival development within the Pacific Islands; and, in particular, in endeavoring to develop strategic objectives designed to improve professional standards of archival management in the Pacific Islands.

In order to manage the national, state or territorial archives, it is essential to know and document precisely what archives exist, (a) within the custody of the archival depository; (b) within the custody of the agencies, such as the ministries, departments, boards, committees, and other offices, of the government; and (c) within the custody of other institutions such as libraries, archives and museums. In other words, it is an essential first step to (i) define what is intended to be comprehended within the meaning of the term *national*, *state* or *territorial archives*; (ii) identify and document the public agencies and government offices which have been and are presently responsible for the creation and control of the public records; (iii) ascertain the locations within the agencies and government offices in which the public records are accommodated; and (iv) identify and document the *record series* and *record items* which are considered worthy of permanent preservation as *national*, *state* or *territorial archives*. These four important steps are an essential part of the process of establishing and maintaining both *physical control* and *intellectual control* of the national, state and territorial archives.

The Physical and Intellectual Control of Archives

The concepts of *physical control* and *intellectual control* of archives have acquired a currency in the vocabulary of the archivist in recent years, although the terms will not readily be found in the standard international dictionaries and glossaries of archival terminology. Nevertheless, the concepts are not new, and may be traced to Sir Hilary Jenkinson's *Manual of Archive Administration*, first published in 1922, in which he treated the subject of archive administration under the two broad headings of the *physical defence of archives* and the *moral defence of archives*.[1]

> The duties of the archivist, Jenkinson explained, may be divided into *primary* and *secondary*:
> " ... the first being his duties towards the Archives themselves; the second (to be considered only when the first have been satisfactorily discharged) his duties in the matter of publication and generally making available for use by students." (Jenkinson, 1966, p. 44).

Jenkinson further subdivided the *primary* duties of the archivist into two parts -- the *physical defence* of archives and the *moral defence* of archives.

> In effect it is obvious that duties to the Archives themselves consist in their defence against all kinds of dangers; but these dangers fall into two clearly defined classes, Physical and Moral. (Jenkinson, 1966, p.44)

The first of these dangers -- the *physical* -- against which archives are to be defended, according to Jenkinson, "... are mainly external, i.e. proceeding from sources other than the Archivist himself." (Jenkinson, 1966, p. 44).

The second of these dangers, according to Jenkinson are

> ... the moral dangers to Archives against which we have to guard are clearly to be apprehended chiefly from the Archivist himself; and since we may presumably acquit him of any intention to tamper deliberately with his Archives the wrong-doing will be unintentional. (Jenkinson, 1966, p. 83-84).

Among the *moral* or *intellectual* attributes and characteristics of the archives which the Archivist must protect are those qualities which derive from the circumstances in which the archives were created. The actions of the archivist in accepting responsibility for the care, control custody and management of the archives from the creating or controlling agencies, for example, should be undertaken, according to Jenkinson "with the sole object of safeguarding the evidence offered by the documents' position and mutual relations at the time they are taken over." (Jenkinson, 1966, p. 88).

Elsewhere, Jenkinson summarized the essential object of the *moral defence* or *intellectual control* of archives in relation to the important task of their arrangement:

> "Whether they [the Archives] are in good order, or in bad, or in none, we shall still require to arrange them: not yet, it is to be observed, to index them for the subject-matter they contain, but to marshal them in such a way that the Archive significance of every document - its own nature and its relation to its neighbours - is brought out as clearly as possible. In this way we give the fairest opportunity to the Archive of saying what it has to say and to the student of understanding and profiting." (Jenkinson, 1966, p. 97)

The two concepts are not entirely separate, for neglect of the *physical control* of the archives may often result in the impairment or loss of those qualities, attributes or characteristics of the archives which they derive from the circumstances in which they came into existence, and which are intended to be protected and preserved by the measures adopted to establish and maintain *intellectual control*.

Since the intellectual control of archives involves the protection of those qualities derived from the circumstances in which they came into existence, it follows that the archivist must have a thorough understanding of the administrative context in which the archives were created. It is from an awareness of this necessity that the archivist quickly begins to appreciate the significance of the first of the great theoretical principles of archival control -- the principle of provenance or, as expressed in French, *respect des fonds*. The second great principle, which is inextricably related to the first, is the principle of original order, or, in French, the *principe de l'ordre primitif*.

The study of the administrative context within which the archives were created and maintained is commonly known among archivists as *administrative history*. Recognition of the importance of the study of the administrative history of public and private agencies and organizations as a means of understanding the significance of their archives and historical manuscripts can also be attributed to Hilary Jenkinson, who presented his ideas on the subject for the first time in his paper *The Records of the English African Companies*, which he read before the Royal Historical Society in London on January 18, 1912. In that paper, he wrote that:

> The first great point in Record study is the truth (apparently a simple one, but quite remarkably neglected) that they were not drawn up for the information of posterity; being in fact the Diary of the Department or other administrative body which produced them It follows from this alone that Record study should be a dual study, approaching its subject from within and from without. Both the arrangement of records (which is not here my concern) and their comprehension (which is) should depend entirely on an understanding of their relations in the past with the past; on an understanding, in other words, of the circumstances and the offices which produced them. This understanding achieved, they may be approached, externally, for the information which they were not intended to give but which they do indirectly furnish to modern research.
>
> The natural and proper arrangement of Records follows, then, the circumstances of their production. (Jenkinson, 1912, pp. 186-187).

It is a well-recognized characteristic of archives that they are rarely, if ever, used or consulted for the same purpose that resulted in their creation in some administrative process.

This characteristic may be observed in the following extract from an explanation of the method adopted for locating "everything in the records [of the Government of the Trust Territory of the Pacific Islands] concerning CAROLINIAN LAND CUSTOMS." (Trust Territory of the Pacific Islands, 1986, p. 15) in the *Manual for Data Retrieval* [for the] *Trust Territory Archives Indexing System*[2] issued in 1986. After adopting the more obvious search strategies, the *Manual* recommends, as a final step, that the user

> ... turn to LEG6-2, Civil Cases, Closed. [LEG6 refers to Legal Cases: Files by Assigned Numbers] This may at first seem strange, but considering that many of the land cases heard in Trust Territory courts contain extensive references to custom and that there have been several cases involving Carolinians, the court documents can be a gold mine. (Trust Territory of the Pacific Islands, 1986, p.15).

The Archival Qualities of Impartiality and Authenticity

The importance of these two qualities of archives was well understood by earlier generations of archivists like Hilary Jenkinson who wrote that:

> ... an enormous mass of [archival] documents have at least two common grounds upon which they can be analysed and tested, two common features of extraordinary value and importance.

> The first of these features is *Impartiality*. Drawn up for the purposes almost infinitely varying - the administrative or executive control of every species of human undertaking - they are potentially useful to students for the information they can give on a range of subjects totally different but equally wide: the only safe prediction, in fact, concerning the Research ends which Archives may be made to serve is that with one partial exception these will not be the purposes which were contemplated by the people by whom the Archives were drawn up and preserved. The single partly exceptional case is the one where they are examined for the light they throw upon the history of one branch or another of public or private Administration - the branch to which they themselves belonged. Provided*, then, that the student understands their administrative significance they cannot tell him anything but the truth.
>
> Impartiality is a gift which results from the first part of our definition of Archives. In the second part of that definition we stated that Archives were preserved in official custody and for official information only; and this gives us the second of their distinguishing qualities, *Authenticity*. It would appear that not only are Archives by their origin free from the suspicion of prejudice in regard to the interests in which we now use them: They are also by reason of their subsequent history equally free from the suspicion of having been tampered with in those interests.
>
> * The proviso is, of course, sometimes a large one. For example, the series of *Receipt Rolls* of the Exchequer at the Public Record Office has more than once been used by students under the impression that they furnished a complete and accurately reckoned list of moneys received by the Crown: whereas they were in fact inaccurate and incomplete and at certain periods did not represent receipts. See the article on Tallies in *Archaeologia*, lxii, p.367; and continuations in *Proceedings of the Society of Antiquaries*, second series, xxv, p. 34, and *Archaeologia*, lxxiv, p. 289. (Jenkinson, 1966, p. 12-13).

"...a certain angle of approach to Archives"

The rationale for the study of administrative history and the analysis of the administrative context in which archives were created, derives from the fundamental principles underlying all archival management and control -- the principles of *provenance* and of *original order* -- which require firstly, that the archivist do everything that is necessary to elucidate the administrative origins of the archives in an administrative process, and, as a corollary, to do nothing which might obscure their origins in that process; and secondly, that the archives be preserved in such a way as to enable a careful study of them to reveal the administrative processes by which they were brought into existence.

An important observation made by Hilary Jenkinson at the inauguration of the Diploma in Archives Administration course at University College, London, in 1947 embodies an important principle which deserves to be kept in mind by every archivist:

> ... there is a certain angle of approach to Archives, a point of view, which every Student has not merely to accept as a maxim enunciated in lectures but to apprehend and make his own in a fashion that can only be achieved by familiarity with the experiences of others *in consimili casu*. He will find that these experiences bring him back always to the same point - the relation of Archives to each other and to the office machinery which produced them. (Jenkinson, 1947, p. 19).

The management of archives, of which their arrangement is such a critically important part, requires that "certain angle of approach," of which Jenkinson wrote in 1947. The arrangement

of archives, he declared in his *Manual of Archive Administration*,

> ... will fall clearly into two parts: the first, study of the Administrations concerned, their history and organization; the second, division of the Archives into Classes, subdivision of these, and again subdivision. Touching the first of these, however, we may remark that the study of Administration, though partly achieved from external sources, can never be divorced entirely from the study of the Archives: one goes in this matter in a curious circular fashion; for the Archives cannot be understood without a knowledge of the Administration which produced them, and the history of that Administration is often written in the Archives; so that the process is simply that known as puzzling it out. (Jenkinson, 1966, p. 98-99).

Physical Control of Archives

The concept of the *physical control* of archives refers to all of the measures adopted by the archivist to ensure the protection and preservation of their physical and material attributes and characteristics. The *physical control* of archives includes all of the actions taken to (i) prevent the loss, destruction or unlawful removal or alienation of archives by providing proper security for their accommodation, and; (ii) prevent or minimize the deterioration of their physical attributes and properties by providing an adequate and appropriate storage accommodation and environment for them, and and monitoring their use for exhibitions and for research; (iii) ensure that they are controlled and maintained in the order and with the organic qualities or integrity which they derived from the administrative process in which they were created by controlling their transfer to the custody of the Archives, and their use; and (iv) prevent the unauthorized destruction or other disposition of records and archives by agencies and organizations.

Intellectual Control of Archives

The concept of the *intellectual control* of archives refers to all of the measures adopted by the archivist to ensure the protection and preservation of their "moral" or "intellectual" attributes and characteristics. The *intellectual control* of archives includes all of the actions taken to (i) protect the *organic qualities* or *integrity* of the archives, which they acquired by virtue of forming part of the administrative processes which brought them into existence, (including their completeness and their relationship to each other and to the administrative machinery which created them; (ii) preserve the quality of *impartiality* which they acquire from the circumstances of their creation; (iii) preserve the quality of *authenticity* which they acquire from having been kept in proper custody and consulted and used in accordance with strict access conditions, and; (iv) protect their quality or value as *historical evidence* by controlling and documenting their origins (or provenance) in the administrative processes of which they formed a part; (v) preserve a record of their *custodial history* by recording the details of the transfer of administrative functions, and where affected, records and archives, from predecessor to successor agencies and organizations and; (vi) in the case of private historical manuscripts, preserve a record of their provenance.

Documenting the Physical Attributes and Intellectual Properties of Records and Archives

Both the *physical* properties and the *moral* or *intellectual* attributes and characteristics of the archives are *controlled* or documented by the archivist in a variety of procedures and processes which comprise the basic responsibilities in the management of archives. These processes include (i) the identification and registration of record and archive series, items and documents; (ii) the compilation of transfer or consignment lists in connection with the transfer of records from agencies and organizations to archival custody; (iii) the accessioning of archives within the archival repository; (iv) the compilation of archival finding aids, including guides, inventories, repertories, lists, and indexes; (v) the registration of record-creating agencies and organizations, and the compilation of their administrative histories; and (vi) the assigning of shelf location symbols to the archives.

Defining the National, State and Territorial Archives

In order to define what is intended to be comprehended within the meaning of the term *national*, *state* or *territorial archives*, it is necessary to specify, as far as possible with historical accuracy and legal precision, the meanings of two important concepts, namely

(i) the records, papers, documents and other forms of material evidence created by national, state or territorial agencies and organizations in transacting their ordinary business; and

(ii) the legal and constitutional nature of the national, state and territorial agencies and organizations themselves.

For many, if not most, government archivists in the Pacific Islands, the archives, for the management of which they are responsible, are defined in the legislation which governs the care and control of the national, state or territorial archives in their respective countries. A list of the countries within Oceania which have enacted archive legislation is given in the appended table, which also gives the text of the legal definitions of these two important concepts.

Undertaking a Records and Archives Survey

A *records* or *archives survey* (sometimes referred to as a *records inventory* in the United States) is an archival and records management procedure which has, as its principal objectives, the accumulation of information, in respect of any agency or organization, on (i) the location and custodial status of its records and archives, (ii) the identification of all record and archive series created, received or maintained by it, (iii) the administrative context in which the record or archive series was created or controlled; (iv) the physical attributes and quantity of the records, (v) the administrative function or process from which the record or archive series resulted; (vi) the informational content of the record and archive series; (vii) statutory or other

legal and administrative provisions which affect the records, (viii) the type of storage accommodation and equipment in which the records are maintained; (ix) the archival value of the records (viz. administrative, legal, financial, public relations and research values); (x) the system of arrangement of the records; and (xi) the means of facilitating access to and retrieval of information from the records.

A model form for use in records and archives surveys and records scheduling may be found in the publication by Frank B. Evans, *Development of the Archives and Records Management Programme. Malaysia. Establishment of Scientific and Technological Information Services for Economic and Social Development*. (Evans, 1982, Appendix B, pp. 35-37). This form, with its accompanying instructions, provides a basic tool for use in a records and archives survey, and is an essential prerequisite to the establishment and maintenance of an effective national, state or territorial archive service.

The effective management of an archival service depends on the availability of the information accumulated in a records survey. Without such information about the records of an agency or organization, planning and implementation of the agency's or organization's archival program are severely impeded.

Differentiation and Registration of Archive Series

The ability to identify and differentiate record and archive series is one of the most indispensable and critical skills required by the archivist. An understanding of the nature of the record series is an essential prerequisite to undertaking most tasks involved in the management of records and archives. Without such a knowledge, it would be practically impossible to establish *physical* and *intellectual* control of the archives, and to perform most of the tasks which are associated with such control.

The *physical* and *intellectual* control of records and archives is achieved through the documentation of the record series using a *Series Registration* form or a series description form. While the layout of the form may vary from one archival repository to another and the complexity of the details required for completion of the forms may differ between institutions, the basic elements or fields contained within the *Series Registration* form are generally the same in all archives. An example of an *Series Registration* form and a description of the headings can be found as Appendix 1.

The Purpose of Administrative History

Most archival finding aids include an exposition of the administrative context in which the archives described in them were created and maintained. The length of such administrative histories may vary according to the scope of the finding aids in which they are included. A general guide to the entire archives of an organization [for example, a national, state or local government; a business corporation; a religious organization; a professional or labor

organization; or a learned society] would normally include descriptive entries for each archive group and sub-group within the control of the organization, Each descriptive entry would appropriately include a brief or synoptic outline of the administrative context within which the archives of each group or sub-group were created and controlled. Such an exposition of the administrative context of archives at the archive group or sub-group level would normally be of a general nature, and may include reference to some or all of the aspects of constitutional and administrative change.

Agency Registration - - Identifying and Registering the Creating and Controlling Agencies

An important component of the *intellectual* control of archives is the analysis of their administrative context, by which the archivist seeks to identify the provenance of the archives, and to comprehend the administrative processes which resulted in their creation. The study of the administrative context of the archives is one which the archivist must undertake in order to understand, *inter alia*, (i) the administrative structure of the organizations and agencies which have created the records, and their relationships to other organizations and agencies; (ii) the functions and activities carried out by such organizations and agencies; (iii) the administrative processes from which the archives result; (iv) the laws or statutes and statutory instruments or regulations which prescribe the administrative processes and the record series required to be created and maintained by agencies and organizations; and (v) the responsibilities and duties attaching to the principal and other offices within organizations and agencies responsible for the creation of the archives. An *Agency Registration* form is used to document these aspects of the administrative context of the archives. An example of an *Agency Registration* form and a description of the headings can be found as Appendix 2.

A Strategy for the Intellectual Control of National, State and Territorial Archives in the Pacific Islands based upon the Administrative Context of the Archives

The Colonial, Territorial and Insular Administrations

Faced with the daunting task of establishing and maintaining both *physical* and *intellectual* control of the archives of national, state and territorial governments within the Pacific Islands, it quickly becomes apparent that a systematic approach is required which will enable the archivist to establish and maintain both *physical* and *intellectual* control of the archives created by the multiplicity of administrations which have existed throughout the post-contact history of each of the island countries. Such a task requires a strategy which meets two important requirements: it must be simple in its conception and application to particular archival contexts, and it must be based upon the fundamental principles of archives administration, including, most importantly, the principal of provenance.

Such a strategy will be found to emerge from the study of the administrative contexts of the archives themselves. An analysis of the machinery of the successive administrations which

have existed in the various Pacific Islands soon reveals that the key to the comprehension and understanding of their archives lies in the study of the administrations, and within each administration, the agencies, including the public offices, departments, ministries, bureaux, commissions, committees of inquiry, and their subordinate administrative units which have been responsible for the creation of the archives throughout the long history of each country.

Modes of Acquisition of Possessions, Territories and Dependencies in International Law

An understanding of the modes of acquisition and establishment of colonial and territorial possessions and other dependencies is an important aspect of the study of the administrative context of the archives of the administrations which have been established in the Pacific Islands. An understanding of the constitutional and legal nature of colonial and territorial jurisdictions in international law is an essential prerequisite to the effective analysis of the administrative context of the archives of Pacific Island governments. Such a study is a complex, but important one for the archivist because it is necessary to understand the implications for the archives of the countries concerned of changes in sovereignty and in the legal and constitutional foundations of the respective administrations as a result of the various modes of acquisition of territorial possessions. Among the modes of acquisition of territorial possessions which are referred to by Amos Hershey in *The Essentials of International Public Law* (1912), and by Hersch Lauterpacht, in *International Law. A Treatise* (1957) are included (i) cession, (ii) occupation, (iii), accretion, (iv) subjugation, and (v) prescription. The implications for the archives, for example, of a change in sovereignty, are conspicuously illustrated in Article VIII of the Treaty of Peace between the United States of America and the Kingdom of Spain which was signed at Paris on December 10, 1898, and proclaimed in Washington on April 11, 1899, as a result of which the Kingdom of Spain relinquished or ceded to the United States "such rights as the Crown of Spain and its authorities possess in respect of the official archives and records, executive as well as judicial, in the islands of Cuba, Porto Rico and other islands in the West Indies, in the island of Guam, and in the Philippine Archipelago, which related to those islands, or the rights and property of the inhabitants."

Forms of Colonial and Territorial Possessions and Dependencies

Among the many types of colonial and territorial possessions and dependencies which were established by metropolitan and imperial powers during the latter half of the nineteenth and the first half of the twentieth centuries -- as exemplified in the partition of Africa, Asia and the Pacific Ocean -- are included the following: (i) cessions, (ii) concessions, (iii) leaseholds, (iv) chartered companies, (v) colonial protectorates (German: schutzgebieten), (vi) colonies, (vii) Crown colonies, (viii) dominions, (ix) self-governing colonies, (x) condominium governments (such as those established in Samoa, 1889 - 1900 and the New Hebrides, 1906 - 1980), (xi) residencies, (xii) mandated territories, (xiii) trusteeship territories, (xiv) strategic trust territories (such as the Trust Territory of the Pacific Islands, 1947 - 1994), (xv) joint naval commissions (such as that established in the New Hebrides, 1887 - 1906), (xvi) spheres of influence (as defined in the "Protocol between Germany and Spain respecting the Caroline and

Pellew Islands, signed at Rome, 17 December, 1885. French Text in Clive Parry, Ed., *The Consolidated Treaty Series*, Vol. 167, 1885-1886, p.127-131), (xvii) High Commissions, and (xviii) military governments.

A related study which is essential for a comprehensive understanding of the administrative context of the archives of Pacific Island governments is concerned with the role and functions of diplomatic, imperial and colonial officials, including (i) governors-general, (ii) governors, (iii) High Commissioners, (iv) residents, (v) ambassadors, (vi) consuls, (vii) Crown agents, and (viii) agents-general.

The Instruments of Constitutional and Administrative Change

In addition to the study of the colonial and territorial administrations, and their numerous agencies which have been responsible for the creation of the archives in the Pacific Islands, the archivist in the Pacific Islands should understand the nature of the legal instruments by which the constitutional and administrative changes are effected. They should be familiar with the various kinds of statutory and regulatory instruments which were commonly used in establishing colonies or chartered companies, partitioning and annexing territories, establishing and abolishing administrations, proclaiming and revoking *spheres of influence*, introducing and promoting measures of representative and responsible self-government, and ultimately facilitating the achievement of sovereign independence. Such instruments, which may themselves be archives, are an inextricable part of the machinery of administration, and an essential part of the documentation which the archivist requires in order to understand and make explicit for others, the nature and significance of the materials which form part of the cultural heritage of the Pacific Islands.

The Metropolitan or Imperial Administrations

A study of the archives of the colonial or territorial possessions of the metropolitan and imperial countries would not be complete without a parallel study of the archives of the great imperial powers themselves, for the two are intricately related. The study of the archives of the administrations of the Spanish, British, German, French, American, Japanese, Australian and New Zealand possessions or dependencies in the Pacific Islands is scarcely possible without a concurrent investigation of the national archives of those countries. Such an investigation reveals enormously rich accumulations of historical records for the study of the history, and the understanding of the social and political development of the peoples of the Pacific Islands, which have scarcely yet been made accessible either to the governments or to the students and other scholars of Oceanic countries. A large and important task awaits the Pacific Islands Association of Libraries and Archives (PIALA) and the Pacific Regional Branch of the International Council on Archives (PARBICA) in assisting the governments and the people of the Pacific Islands to gain convenient and unrestricted access to the rich resources of these national archives in the metropolitan countries.

The sample illustration shown in Appendix 3 of the strategy for the control of archives in the Federated States of Micronesia, based upon an analysis of the colonial or territorial administrations within the islands, and the imperial or metropolitan administrations of the former imperial nations, is intended to show how the study of the administrative machinery of the colonial and imperial administration can provide the basis for an understanding of, and further research on the archives created by the various administrations, at various stages in the history of both the dependencies and the imperial or metropolitan nations. A careful study of the former administrations which have existed in the islands which now comprise the Federated States of Micronesia, as well as the administration which has existed since the attainment of independence in 1986, as a basis for an understanding of the archives which they have created, and which now form part of the national archival heritage of the Federated States of Micronesia cannot but reaffirm the observation made by Sir Hilary Jenkinson in 1947, that

> ... there is a certain angle of approach to Archives, a point of view, which every Student has not merely to accept as a maxim enunciated in lectures but to apprehend and make his own in a fashion that can only be achieved by familiarity with the experiences of others *in consimili casu*. He will find that these experiences bring him back always to the same point - the relation of Archives to each other and to the office experiences bring him back always to the same point - the relation of Archives to each other and to the office machinery which produced them. (Jenkinson, 1947, p. 19).

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Notes

1. Hilary Jenkinson's *A Manual of Archive Administration* was first published in 1922; republished in a revised edition in 1937 and reissued in 1966 in London by Percy Lund, Humphries & Co. Ltd. For Jenkinson's treatment of the "Physical Defence of Archives," as the first of the "Primary Duties of an Archivist," see pages 44-83. For his treatment of the "Moral Defence of Archives" as the second of the "Primary Duties of the Archivist," see pages 83-123.

2. According to the *Manual For Data Retrieval. Trust Territory Archives Indexing System*, published in Saipan, November 1986, the Trust Territory Collection contains most of the records of the Trust Territory Administration on Saipan. The gathering of materials and microfilming of documents occurred between 1981 and 1987. In all, nearly 2,000 rolls of microfilm (16mm and 35mm); nearly 20,000 print photographs, audio and video tapes, and slides and movies were assembled in the Archives Project. (*Manual*, p. 2)

Appendix 1

SERIES REGISTRATION

1	Organization		
2	Creating Agency		Agency No.
3	Subordinate Unit Specify Division, Branch & Section		
4	Series Title		Series No.
5	Series Date Range		
6	Quantity	No. of Items	Shelf Metres
7	Physical Attributes and Condition		
8	Content Description		
9	Arrangement		
10	Related Series		
11	Access Conditions		
12	Function Index		
13	Agency Controlling		
14	Item List		

Item	Contents Note	Location No.
1 2 3 4 5 6		

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SERIES REGISTRATION
Heading Descriptions

1 **Organization**
The term *organization* refers to the title of the *organization* or *administration* within which the agency that created or controlled the record or archive series existed. Within the ten administrations which have been identified in the administrative history of the Federated States of Micronesia, for example, the *Office of the Governor* would be regarded as an *agency* within the *organization* of the *Spanish Colonial Administration* for the period from 1668 to 1899, under the control of the Governor General in the Philippines. The *Office of the High Commissioner* would be regarded as an agency within the organization known as the *Trust Territory of the Pacific Islands* from 1951 to 1986.

2 **Agency No. and Creating or Recording Agency**
The *creating agency* or *recording agency* is the title of the agency which was responsible for the creation or recording of the record or archive series being registered.

Note that the *creating* or *recording agency* may be different to the *transferring agency* (that is, the agency responsible for the transfer or consignment of the records or archives to the custody of the archival repository).

3 **Subordinate Unit** [Specify Division, Branch & Section]
A *subordinate unit* within an agency is any administrative unit which is responsible for the creation or control of a record or archive series which has resulted from the performance of the functions, activities or transactions by that subordinate unit. Such a series would normally be differentiated and distinguished from other series created by other subordinate units, as well as from the series created and controlled by central or superior administrative units within the agency. In large agencies, a subordinate unit may be designated as a Division, Branch, Section, Provincial, District or Regional Office, etc.

4 **Series No. and Series Title**
The series number provides a separate and distinct identity for each and every record and archive series created by all agencies within an organization. No two series should have the same series number, and series numbers may be allocated in the sequence in which the series are differentiated, described and registered. Where large numbers of series are being brought under control by registration, it is not necessary to allocate series registration numbers in any particular order, but they may be allocated in consecutive order as series are registered.

The series title is the title of the series being registered. It should comprise two parts, namely (i) the type of record (eg. "*correspondence* relating to," "*papers* relating to," "*Registers* of," "*Plans* of," "*Minutes* of," etc. and (ii) the subject matter (that is, the function, activity or transaction) to which the series relates in the administrative process by which it was created (eg. "Correspondence relating to Deed of Cession," "Papers relating to the Committee of Inquiry into Land Titles," "Registers of Leases Issued under Lands Ordinance No.34, 1906," "Plans of Mining Occupancies under the Mining Ordinance No.12, 1908," "Minutes of the Ordinary Meetings of Suva Municipal Council".

A series title may be a formal one based on the text recorded or printed in the record series (eg. *Register of Infectious Diseases under the Public Health Act, 1898*), or an informal or variant series title based upon a commonly used title (eg. *Infectious Diseases Registers*"). Both should be entered in the register of series where a variant series title exists.

5 **Series Date Range and Series Contents Date Range**
The *series date range* indicates the dates of the earliest and last recorded action taken in the administrative process which resulted in the creation of the series. A distinction is sometimes made between the *series date range* and the *contents of series date range*, the latter being appropriate where a discrepancy may exist between the earliest and last date of recorded action (*series date range*) and the

earlier or later dates of papers or documents created in an earlier or later administrative process (*series content date range*), and which may have been incorporated within, but did not form part of the series when it was created. This discrepancy may occur as a result of a process known as "top numbering" or "bring - up" in which components of an earlier or subsequent portions of a series are incorporated within the series being registered.

6 **Quantity**

(a) Number of Items [eg. number of volumes, files, plans, photographic prints, etc.]

(b) Shelf Metres refers to the number of metres or centimetres occupied by the series as measured horizontally along the shelf, sometimes referred to as *lineal* quantity.

(c) American practice sometimes includes cubic metres for quantity.

7 **Physical Attributes and Condition**

The physical attributes of a series may be described by reference to (i) their *physical nature* and *make-up* (eg whether bound volumes, files, bundles, cabinets, packets, reels, etc), (ii) the *form* in which the record or archive series exists (eg. original paper records, microform, photographic prints, photographic negatives, cinematographic negatives and prints, digital or electronic copies, (iii) the *dimensions* of the items or documents comprised within the series where such details are relevant to the constraints on the packing, storing and accommodation of the series; (iv) the conservation condition of the series (eg. specifying the nature of damage, deterioration or disintegration of the series or items contained within it, which may require the prescription of conservation treatment or the imposition of access restrictions.

8 **Content Description**

The content description of a record or archive series should have reference to (i) the administrative origin of the series within the administrative processes of the organization and agency responsible for the creation of the series; (ii) the nature of the functions, activities and transactions which resulted in the creation of the series; (ii) the subject matter with which the series was concerned, reflecting the relationship of the series with the functions of the agency; and (iv) the specific nature of the information recorded in the series in sufficient detail to enable a remote client to identify the precise item or document required. Particular reference may be made to subjects which are of administrative, legal or historical significance for research or for other purposes. The description of large and amorphous series such as minutes of proceedings is best accomplished by reference to the principal functions of the agency or body which created the series. The minutes of the proceedings of such a body reflect the nature of the business transacted by the agency or body in the ordinary conduct of its affairs.

9 **Arrangement**

The arrangement of the record or archive series refers to the way in which the items and documents comprised within the series were accumulated during the administrative process which brought them into existence. Thus the arrangement of the items and documents within the series should normally reflect the order or sequence in which the administrative actions and transactions were performed within the agency when the records were being created. The arrangement of a series, for example, may be (i) chronological by date of entry in a register or minute book, (ii) alphabetical by name of applicant or subject, (iii) geographical by cartographic filing system, parish district or region, or (iv) numerical or alpha-numerical by registration number of papers or files. Some record and archive series, such as correspondence or subject files, may be arranged by a classified multiple number or an annual single number registration system, reflecting the record-keeping and registry practices of the agency responsible for the creation of the series. When indicating the arrangement of a series, reference should always be made to the informational content or attribute by which the items or documents are arranged.

10 **Related Series**

Related series are record or archive series which result from or form part of the same or a related administrative function, activity or transaction as this series. The informational content within a related series should therefore complement the informational content within this series, or facilitate consultation of and access to the informational content of this series, as exemplified in the case of three separate series comprising (i) indexes, (ii) registers and (iii) correspondence files. The two series of indexes and

registers are referred to as *control records*, since they control or facilitate access to the informational content in the correspondence series. The correspondence series is accordingly referred to as a *controlled series*, access to the information contained within being controlled by the series of indexes and registers.

11 **Access Conditions**
Access conditions imposed by the archival authority in accordance with statutory or regulatory provisions, or in accordance with administrative or executive decisions of the creating or controlling agency. Access may be either "open" or "restricted" conditionally or unconditionally. An access period of twenty-five or thirty years from the last recorded action is a generally recognized international convention. Access may be restricted to the original records of a specified series in order to avoid further deterioration, fragmentation, or disintegration of the series, and a microform copy of the series substituted for use by clients, or for a variety of other reasons deriving from the sensitive or confidential nature of the information contained within the series, and the circumstances in which the records were created.

12 **Function Index**
Functional terms which may be used in a *functional thesaurus* of agencies for identifying the provenance or administrative origin of records and archives in the custody of the records or archive repository. A thesaurus of agency functions can provide a convenient means for the reader or client of the archival repository to ascertain which agency or agencies may have created or have had custody of each record and archive series at different periods of time in the history of the organization (nation, state or territory). It can also assist the Archivist in the appraisal and disposal of records.

13 **Agency Controlling**
Title of controlling agency which exercises administrative control over the creating agency responsible for the creation or custody of this series. A *controlling agency* may therefore exercise administrative control of the records and archives of a *creating* or *recording agency*. A controlling agency may, for example, exercise control of access to the records or archives of an agency which has been abolished, and which has inherited the functions of the previously abolished agency.

14 **Item List**

(i) **Item No.** [Sequential or consecutive numbers of items (volumes, files, plans, &c) as stored on shelf in the repository]

(ii) **Contents Note** [Range of recorded entries in items distinguishing and differentiating items from each other, such as file numbers, dates, etc.]

(iii) **Location No.** [Shelf location of items as stored in the repository]

Appendix 2

AGENCY REGISTRATION

1	Organization Controlling	Title of organization exercising administrative control of agency
2	Agency Title Alternative Agency Title	 Note previous title of agency or if other than English
3	Agency Address	Location of agency and date range/s at different locations
4	Subordinate Unit/s	Subordinate Unit Title/s [Division, Branch, Section, District Office, &c]
5	Creation	Statutory / constitutional authority for agency establishment & operation
6	Abolition or Amalgamation	Statutory or constitutional authority for agency abolition, amalgamation &c
7	Related Legislation	Acts administered by or affecting the operation of this agency
8	Agency Date Range	Date of creation and abolition, amalgamation of agency
9	Predecessor Agency Successor Agency	Title of previous agency responsible for functions of this agency Title of subsequent agency responsible for functions of this agency
10	Controlling Agency Controlled Agencies	Title of agency exercising administrative control of this agency Title of agency or agencies controlled by this agency
11	Agency Functions	
12	Agency History	Concise administrative history of agency
13	Agency Series	Inventory of record / archive series created or controlled by Agency
14	Completed by Date of Completion	Name of person completing form

AGENCY REGISTRATION
Heading Descriptions

1 **Organization Controlling**
Title of organization [administration] exercising administrative control of agency

2 **Agency Title**
An alternative agency title may also be entered where such exists. Where a change of agency name has occurred, note previous title of agency or if other than English, and date ranges of the variant or alternative titles.

3 **Agency Address**
Location of agency and date range/s at different locations

4 **Subordinate Unit/s**
Subordinate unit title/s [Division, Branch, Section, District Office, &c]

5 **Creation of Agency**
Statutory or constitutional authority for agency establishment and operation

6 **Abolition, Amalgamation or Privatisation of Agency**
Statutory or constitutional authority for agency abolition, amalgamation, privatisation, &c

7 **Related Legislation**
Acts administered by or affecting the operation of this agency

8 **Agency Date Range**
Date of creation and abolition, amalgamation, privatisation, etc. of this agency

9 **Relationships with previous or subsequent agencies deriving from constitutional or administrative changes [diachronic links]**

Predecessor Agency
Title of previous (predecessor) agency responsible for functions of this agency
Successor Agency
Title of subsequent (successor) agency responsible for functions of this agency

10 **Relationships with superior or subordinate agencies [structural links]**

Controlling Agency
Title of superior agency exercising administrative control of this agency
Controlled Agencies
Title of subordinate agency or agencies administratively controlled by this agency

11 **Agency Functions**
Functions undertaken by this agency, and acquired from or transferred to other agencies in consequence of administrative and constitutional changes.

12 **Agency History**
Concise administrative history of agency, with particular reference to (a) historical, socio-economic or other circumstances in which the agency was established, (b) variations in or alternative names of agency, (c) date of creation of agency, (c) instrument/s by which agency was created, (d) functions of the agency and changes thereto, (e) personnel appointed and instruments of appointment, (f) composition of boards, authorities, trusts, etc., (g) organizational structure and alterations thereto, (g) relationship of

administrative procedures to the major functions and principal archive series, (h) agency record-keeping practices as reflected in the archives, (i) annual reports and publications issued by the agency, (j) date of abolition of agency or amalgamation with other agencies, (k) histories of the agency, and (l) measures adopted by the agency for the custody and preservation of its archives.

13 **Agency Series**
Inventory of record / archive series created or controlled by agency

14 **Completed by**
Name of person completing agency registration form

Date of Completion
Date on which agency registration form was completed.

Appendix 3

FEDERATED STATES OF MICRONESIA
comprising
Chuuk, Kosrae, Pohnpei, Yap

COLONIAL OR TERRITORIAL AND METROPOLITAN OR IMPERIAL ADMINISTRATIONS

Colonial or Territorial Administration
(1) SPANISH COLONIAL ADMINISTRATION
Governor General of the Philippine Archipelago
(including the Carolines and the Mariana Islands) assisted by a consultative **Board of Authorities** created Royal decree 16.04.1850 and **Council of Administration** created Royal decree 04.07. 1861

Date Range of Colonial or Territorial Administration
15.06.1668 to 01.10.1899

Metropolitan or Imperial Administration
CONSTITUTIONAL MONARCHY OF SPAIN
Controlling Agencies
Ministry of Ultramar [Ministry of Colonies] [from 1863]
assisted by the Consejo de Filipinas [Council of the Philippines]

Sources
Constitutional Monarchy of Spain [España], established by the Constitution of Spain which was drawn up by the Government and laid before a *Cortes Constituyentes*, comprising the Senate and Congress, elected for its ratification, March 27, 1876, and proclaimed June 30, 1876.
In 1891, the Executive was vested, under the Monarch, in a Council of Ministers on nine members, appointed 1890, as follows:-
President of the Council
Minister of Foreign Affairs
Minister of Finance
Minister of the Interior
Minister of Justice
Minister of Instruction, Commerce and Agriculture
Minister of War
Minister of Marine
Minister of the Colonies (A. Fabié)

Colonial or Territorial Administration
(2) GERMAN COLONIAL ADMINISTRATION - GERMAN NEW GUINEA - INSELGEBIET [ISLAND TERRITORY]
A useful diagrammatic representation of the organisational structure and lines of communication within the German *Inselgebiet* or Island Territory of Micronesia may be found in the publication by Helmut Christmann, Peter Hempenstall and Dirk Anthony Ballendorf entitled *Die Karolinen-Inseln In Deutscher Zeit. Eine kolonialgeschichtliche Fallstudie*. Hamburg, Lit Verlag, 1991.

Date Range of Administration
01.10.1899 to 07.10.1914

Metropolitan or Imperial Administration
GERMAN EMPIRE [DEUTSCHES REICH]
[16.04.1871 - 09.11.1918] [To the abdication of Kaiser Wilhelm II and proclamation of the Weimar Republic]
Controlling Agencies
(1) **Auswartigesamt** - [Ministry of Foreign Affairs] Colonial Bureau/Department. [**.**.1890 - 01.04.1907]
(2) **Reichs - Kolonialamt** [Colonial Ministry]. [01.04.1907 - 09.11.1918]

Staatssekretär Dr. Bernhard Dernburg, [geb17.07.1865 - gest. 14.10.1937]

Sources
Declaration between Germany and Spain for the Cession of the Carolines, etc., signed at Madrid. 12 February, 1899. [Clive Parry, ed., *The Consolidated Treaty Series*, Dobbs Ferry, New York, Oceana Publications, Inc. 1979, v.187 (1898-1899), p.187]
Treaty between Germany and Spain confirming the Cession of the Carolines etc., signed at Madrid. 30 June, 1899, clause IV of which provided as follows:
IV. The present Treaty will be considered ratified by the full powers granted to the Signatories, and will come into force on the day on which it is dated.
Sealed and done in duplicate, Madrid, the 30th June, 1899.
(L.S.) FRANCISO SILVELA
(L.S.) JOSEPH VON RADOWITZ
[From Clive Parry, ed., *The Consolidated Treaty Series*, Dobbs Ferry, New York, Oceana Publications, Inc. 1979, v.187 (1898-1899), p.187]

Colonial or Territorial Administration
(3) JAPANESE NAVAL ADMINISTRATION
(1) Military Government [07.10.1914 - **.07.1918]
(2) Civil Government [**.07.1918 - ca. 02.05.1921] [To be confirmed]
See the following extract from the *New York Times* regarding the establishment of civil administration in 1918.
CIVIL LAW FOR ISLANDS
Japan Announces Change of Administration in South Pacific.
TOKIO, July 7 [1918]. (Associated Press) - The Government has decided to institute civil administration in the South Pacific Islands under Japanese occupation. [*New York Times*, Monday 8 July, 1918, p.10g]

Date Range of Administration
07.10.1914 to ca.02.05.1921

Metropolitan or Imperial Administration
JAPANESE EMPIRE
Controlling Agencies
See Okama Cabinet below, and subsequent Cabinets
Okuma Cabinet [Appointed 15 April, 1914]

Premier and Minister of the Interior	Count Shigenobu Okuma
Minister of Foreign Affairs	Takaaki Kato
Minister of Finance	Reijiro Wakatsuki
Minister of Marine	Vice Admiral Rokuro Yashiro
Minister of War	Lieut. Gen. Ichinosuke Oka
Minister of Justice	Yukio Ozaki
Minister of Communications	Tokitoshi Taketomi
Minister of Commerce	Viscount Kanetake Oura
Minister of Education	Kitokuro Ichiki

Colonial or Territorial Administration
(4) JAPANESE NAVAL ADMINISTRATION [MILITARY GOVERNMENT]

Date Range of Administration
ca. 02.05.1921 to 01.04.1922

Colonial or Territorial Administration
(5) JAPANESE CIVIL ADMINISTRATION [SOUTH SEAS GOVERNMENT or Nan'yô Chô]

Date Range of Administration
01.04.1922 - **.07.1943

Metropolitan or Imperial Administration
JAPANESE EMPIRE
Controlling Agencies which administered the South Seas Bureau included:
(1) Prime Minister's Office Colonial Bureau [01.04.1922 - 02.07.1929]
(2) Ministry of Overseas Affairs [02.07.1929 - 13.11.1940]
(3) Foreign Office or Ministry of Foreign Affairs [13.11.1940 - 31.10.1942]
(4) Ministry of Greater East Asiatic Affairs [31.10.1942 - 20.05.1946]

Sources
For a description of the administrative organisation and communication channels of the Nan'yo Cho, see Keichi Yamasaki, The Japanese Mandate in the South Pacific. *Pacific Affairs*, Vol. IV, No.2, February 1931, p.95-112, which includes a map of Japan's Mandate facing p.95.
This article traces the early history of the Mandate (pp.96-98), and includes the following description of the administrative organization of the Nany'o Cho (p.103):
"The highest official is, of course, the governor, who administers all the affairs within the jurisdiction of the provincial office under instructions from and superintendence of the Minister of Overseas Affairs. Matters relating to postal and telegraph service, however, are subject to the superintendence of the Minister of Communications; matters relating to currency, banks and taxes are subject to the superintendence of the Finance Minister; and matters relating to weights and measures are subject to the superintendence of the Minister of Commerce and Industry. The office of the provincial government is located at Korror, which is one of the islands of the Palau group. The province, moreover, is divided into six local areas; and the head official of each local area enforces the laws and orders and in other ways administers the affairs within his area under instructions from and superintendence of the governor."
The article also describes the local administration within the six local areas.
Abolition of the Ministry of Greater East Asia
"The Cabinet of Shigeru Yoshida, appointed 20 May, 1946, was the first in [Japan's] parliamentary history to have no Minister of War and no Minister of the Navy. Gone also was the Minister of Greater East Asia."
[*The Statesman's Year Book*, 1947, p. 1043]

Colonial or Territorial Administration
(6) JAPANESE NAVAL ADMINISTRATION [MILITARY GOVERNMENT]

Date Range of Administration
**.07.1943 to 30.08.1945

Colonial or Territorial Administration
(7) UNITED STATES NAVAL ADMINISTRATION [MILITARY GOVERNMENT]

Date Range of Administration
30.08.1945 to 18.07.1947

Colonial or Territorial Administration
(8) INTERIM CIVIL ADMINISTRATION FOR THE TRUST TERRITORY OF THE PACIFIC ISLANDS

Date Range of Administration
18.07.1947 to 01.07.1951

Metropolitan or Imperial Administration
UNITED STATES OF AMERICA
Controlling Agencies
Delegated to the Secretary of the Navy [18.07.1947 - 01.07.1951]

Sources
Executive Order No. 9875, July 18, 1947, 12 F.R. 4837
Administration established by Executive Order No. 9875, 12 F.R. 4837, Providing An Interim Administration

For The Trust Territory of the Pacific Islands, signed by President Harry S. Truman, and dated July 18, 1947.
1. The military government in the former Mandated Japanese Islands is hereby terminated, and the authority and responsibility for the civil administration of the trust territory, on an interim basis, is hereby delegated to the Secretary of the Navy.
...
3. This order, subject to subsequent modification, shall be effective as of this date and shall remain effective until a designation is made of the civilian department or agency which is to have permanent responsibility for the government of the trust territory.
The White House, July 18, 1947 Harry S. Truman
Executive Order No. 9875 of July 18, 1947 was revoked effective July 1, 1951 by Executive Order No. 10265 of July 3, 1951. [*United States Code Congressional Service. Laws of the 80th Congress*, 1947, p.2036]

Colonial or Territorial Administration
(9) CIVIL ADMINISTRATION OF THE TRUST TERRITORY OF THE PACIFIC ISLANDS

Date Range of Administration
01.07.1951 to 03.11.1986

Metropolitan or Imperial Administration
UNITED STATES OF AMERICA
Controlling Agencies
Secretary of the Interior
01.07 1951 - 03.11.1986 [except Tinian and Saipan]
Secretary of the Navy
01.01.1953 - 01.07.1962 [for Tinian and Saipan]

Sources
Executive Order No. 10265, July 3 1951, 16 F.R. 6419
Administration established and Transfer of the Administration of the Trust Territory of the Pacific Islands from the Secretary of the Navy to the Secretary of the Interior, effective 1 July, 1951, pursuant to Executive Order No.10265 of 29 June, 1951
In accordance with Executive Order No. 10265 of 29 June, 1951, the administration of the Trust Territory of the Pacific Islands was transferred from the Secretary of the Navy to the Secretary of the Interior, such transfer becoming effective on 1 July, 1951.
[For the text of the Executive Order *see The Department of State Bulletin*, vo. XXV, No. 629, 16 July, 1951, p.105-106; *United States Code Congressional & Administrative News*, 1951, v.1, p.1053]

Sovereign Independent Nation
(10) FEDERATED STATES OF MICRONESIA

Date Range of Administration
03.11.1986 to present

Metropolitan or Imperial Administration
UNITED STATES OF AMERICA
Compact of Free Association concluded between the Government of the United States and the Government of the Federated States of Micronesia on October 1, 1982.
On October 24, 1986, the Government of the United States and the Government of the Federated States of Micronesia agreed, pursuant to Section 411 of the Compact of Free Association, that the effective date of the Compact should be November 3, 1986

Sources
Proclamation No. 5564, November 3, 1986, 51 F.R. 40399
Covenant with Commonwealth of Northern Mariana Islands; Compacts of Free Association with Federated States of Micronesia and Republic of Marshall Islands; Effectuation.

Section 1. I determine that the Trusteeship Agreement for the Pacific Islands is no longer in effect as of October 21, 1986, with respect to the Republic of the Marshall Islands, as of November 3, 1986, with respect to the Federated States of Micronesia, and as of November 3, 1986, with respect to the Northern Mariana Islands. This constitutes the determination referred to in Section 1002 of the Covenant.

Section 3. (a) The Compact of Free Association with the Republic of the Marshall Islands is in full force and effect as of October 21, 1986, and the Compact of Free Association with the Federated States of Micronesia is in full force and effect as of November 3, 1986.

Collecting English Language Pacific Fiction of the Colonial Period, with Comments on Some Titles

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Introduction

In my presentation today, I am largely talking about fiction in English, written by Europeans, in a Pacific Ocean setting, however imaginary, not about fiction written by Pacific people; the depiction of the Pacific by others, rather than fiction set in the Pacific by its own writers. My paper will be mostly about collecting fiction written before about 1920, from the beginnings of European contact with the Pacific, with some comments. I have also restricted myself to novels, or books of fiction. Some late nineteenth and early twentieth century novels are really books of episodes in short story form, which had another life as serials in magazines. I have not gone to the magazines and looked at the serials themselves. I have excluded poetry and drama.

Collecting Pacific Fiction

Why do I think that a Pacific Islands Association of Libraries and Archives (PIALA) audience will be interested in the collecting of Pacific fiction in which they or their people had no hand? There are things to be learned even from fiction. Some authors had knowledge or understanding of the background against which they wrote. Fiction can record legends and stories. It can describe places, people and customs at a particular time. The descriptions may be the only ones which survive, giving them historical value. The author's understanding of the times can itself have historical value -- a clue to the attitudes of the time which may not be found anywhere else. You may not like past attitudes, which may have been racist, colonial or lacking in understanding; yet, understanding what was written in the past is part of building an understanding of history.

In about the last twenty years, the Aboriginal people of Australia have been rebuilding their understanding of *their* past - some of which twenty years ago seemed lost to them. The Australian Institute of Aboriginal and Torres Strait Islander Studies has made it a major mission to collect anything and everything which depicts the Aboriginal past. From these materials much *cultural reclamation*, has been possible.

I have covered adult and children's fiction together. The value for collecting purposes is in the background material or the interest in how a particular Pacific region was being depicted at a particular time. A large proportion of what has been written was for children, particularly adventure novels for boys. Some was written for a wider audience, including children. I find it all fascinating. I have been discovering that it is a huge topic, much larger than I had thought. There is so much that you do not take in as a general reader, partly because in Australia, the Pacific is part of our background. Hundreds of authors set their fiction in the Pacific; in thousands of books. Because I am an Australian, and because of my bibliographic interests, apart from the classics, my examples are largely Australian.

This is the beginning of a study, so I hope that you will forgive obvious omissions or errors, and personal leaping about. It began with watching for titles for the further development of the Pacific Collection of the University of the South Pacific (USP) Library, when I was University Librarian. The USP Library has a good collection of fiction, probably as a result of the work of Harold Holdsworth, the first USP University Librarian.

Trying to find and to list fiction by the subject or location of its story is difficult. The period of interest is my own: it ties in with my current research on book history. It happens to embrace the period from contact until the heyday of colonialism. It is an exercise in the problems of fiction identification. The identification of fiction, particularly older fiction, has its value for the historian, the librarian and others. If researchers need such materials, libraries need to seek them out. Such collections are expensive to put together, not so much in the cost of the books, but in the time needed to search for fiction. The large libraries which are interested in the Pacific all have good Pacific fiction collections, but most cannot commit their time to the almost ruthless chase which successful collecting demands.

Chasing fiction has erratic results. There is no textbook approach, just art, knowledge, inspiration, luck, experience, perspiration, contacts and flair. The sources of identification are just about anything which you care to name. There are formal sources which classify fiction in various ways, some of which may identify stories by region, but not so very many. Much of the work involves turning around sources created for other purposes to get what you can.

You won't often find a lot in the catalogues of other libraries. Libraries rarely catalogue their fiction by subject. If a catalogue is automated, you may get a certain amount from keywords -- but of course, authors may not conveniently provide keywords in their titles. You must like what you are doing, because you will have to read a lot of what you come across to see if it suits -- by interlibrary loan, or any other way that allows you to read and form your opinions on their value to you.

Book titles are misleading. Authors use all sorts of images which are not responsive to keyword searches in choosing titles. For example, Henry Frith's *Willis, The Pilot* (1890), is a Pacific novel, with no giveaway words to help you.

A plea here, for your users -- consider whether to use subject headings for any of your fiction. The geographic field in MARC cataloguing is almost universally unused for fiction. There are problems. Cataloguers do not normally have time to read the books which they catalogue, and as a manager, I must admit that we try to stop them from doing so!

So what do you do? Set your collecting area, refine it, define it so that, like a private book collector, you know your field. Try to describe it well, and to stay within it, only revising the scope after due thought -- the project is probably far too ambitious anyway as this one certainly is! Build your first list of descriptors. For the Pacific, this will include place names, names of regions and groups. You can forget those islands with very tiny populations or you will sink under your list. Except for places like Pitcairn, they are not as likely to appear in fiction.

Add words describing local trades, products and features, such as names of peoples, atolls, shipwrecks, castaways, sandalwood, pearling and well-known authors you have heard of. Then, go to the electronic sources available to you such as library catalogues and the Internet, and search using these headings. For a topic such as mine, covering older materials, this will be of less use, because much of the material I am trying to find is not listed on electronic sources. Add the authors of new titles you find to your list as you go; they may have written other books. Your list of headings will grow (and grow); but you will get to know which ones to use when. You will find that you can discard some descriptors as having no use to you (don't throw them away, it is part of the research process to know what you have tried and where you have been). Make sure that you have a clear record of where you have been and what you did. You will need to go back to earlier sources with your new headings.

Go to the most obvious sources of all, things such as the *Fiction Catalog* (1971), and the *Cumulated Fiction Index* (1960), and hope that their approach suits you. With a bit of luck, you are now really going. You should now have a growing list of titles and authors, and an ever-growing list of descriptors.

Watch the new book announcements -- however bad their description may be, they can provide information which you will never see in any bibliographic source. Even for a period such as mine, reprints, facsimiles and annotated editions of classic titles may be published. Of course, you will find these and new titles quite readily, within the limitations which I have named, using tools such as the *Global Books in Print* on CD-ROM, an obvious first port of call when seeking new books.

Cultivate booksellers, both new and second-hand. Second hand booksellers can turn up things which you have never heard of and their catalogues can be a gold mine. If you have lots of money, chose a good bookseller, give them a listing of what your library holds, and let them do some of the work. Even if you are loaded, stick to one, or divide the job if using more than one. If you have more than one on the job, you could end up competing against yourself on the market, as two booksellers might seek particular books for you from the same source and bid up the price!

Are there any collectors out there waiting for you to cultivate them? Do they have long-term plans for their collections? Ultimately, for the right collector, there can be good resale value (which may not interest us), or tax benefits in passing on formed collections to a library. If they are willing to think of your library as a future home for their collection, give them what help you can with book announcements, scraps of information, clues, etc. which you get from your users. Many of the world's great library collections were built in this way. For the right collector or collectors there is a wonderful niche making thematic collections of Pacific fiction. The area seems to be relatively untapped in a serious private collecting sense. With the exception of certain rarities, much of it is quite inexpensive.

Continuing the job yourself, what do you do? Just about anything. Keep your ears open. You will hear about things -- the friend who is keen on reading romances, say, tells you about one set in the right place. A user comes in, wanting to read a particular book because it is a novel about Ferdinand Magellan in the Pacific. An archeologist wants a particular novel written in 1840, because it describes a particular site, where obviously the author had been, and wants to read what the author saw. An anthropologist knows about an author who describes how *kava* was being made in the 1860's. Someone else asks for a novel which was written by someone who lived in a particular place at a particular time, and put it into a story.

Some titles in printed library catalogues have not made it into electronic listings, so published library catalogues are another source. Check bibliographies -- as those of a particular author's work or which cover a particular form, such as detective stories. Not all of these will be useful as they may offer no more than authors and titles, although some are descriptive. The printed catalogue of the Mitchell Library in Sydney, Australia lists 220 authors under *Pacific islands in literature*. Excellent as this list is, it is far from complete.

I have concentrated on identification, rather than acquisition. Once you have defined your wants and found a good bookseller for out of print items, quite a bit of your work can be handed over. The work which follows is closer to routine library procedures. You will continue to need second hand booksellers to handle your lists and for the unusual items. Don't forget, too, that you might be able to work with another library, dividing the coverage between you to reduce the work and the expense.

Given half a chance, I am a dedicated collection builder. I can find lots of excuses for doing what I do and like the late, great Dr. Andrew Osborn, who for years was the Associate Librarian at Harvard, I believe that librarians should be acquisitive. None of us know what tomorrow's reader will want, let alone next year's. There have been so many mistakes made by librarians disregarding material judged useless by their generation, and mourned by the next as lost. Establishing perceptions of present and future needs in libraries and pursuing them is to me one of the major rewards of our profession. I hope that I have given you a taste for it. I will now move on to tell you about some of my own findings hunting for Pacific fiction.

Some Pacific Fiction Examples

The Pacific was entering European consciousness when fiction as we know it was emerging in the 18th century. Europeans had been visiting the Pacific since the 16th century. By the later 18th century, voyages were becoming more frequent, although popular knowledge of them came slowly. In the United Kingdom after 1769, knowledge of the Cook voyages, and the glowing published accounts of Tahiti, in particular, caught public interest. The interest aroused by Cook's death in Hawaii, and the public excitement when the news of the Bounty mutiny of 1789 began to trickle home, contributed to the Pacific becoming a place of interest and romance.

Australia has a complex history of inter-relationships with the Pacific. From the very first days of settlement, there was a connection between the infant colonies of Australasia and the Pacific. In 1788, when Governor Arthur Phillip raised the union jack in the new convict outpost at Sydney Cove, New Holland, he had orders to send to Tahiti for pork to feed his settlement, and to seek to recruit Polynesian women as wives for the settlement's men, Thus, he begin to populate the infant colony. No women were actually ever recruited.

Maori were brought to assist in a proposed flax venture on Norfolk Island -- but a lack of knowledge of New Zealand social structure led to men being kidnaped who knew nothing of flax dressing. Profit-making voyages for sandalwood, pearls and *beche-de-mer* trading began to set out, the earliest of which seem to have been in the 1790's. Early as 1809, we hear of escaped convict Charles Savage establishing ascendancy on the royal island of Bau, in Fiji, almost 30 years before the first missionaries expanded their activities from Tonga into Fiji.

Later came whaling. Benjamin Boyd, whaler and entrepreneur extraordinary of the 1840's took islanders, probably from Espiritu Santo (the largest island in the Vanuatu group), to his properties in New South Wales in southern Australia. A little later up north, Robert Towns pioneered large-scale employment of island labor on his plantations. The end of employing Kanaka labor, and hence the demise of blackbirding by the Australian colonies, incidentally, led to the Colonial Sugar Refining Company encouraging the widening of the indentured labor system and bringing Indians to Fiji. This company still exists today and is know as CSR.

From the end of the 18th century, missionaries began to spread out through the Pacific field. The London Missionary Society (LMS) was using Sydney as a base, and indeed a family connection of mine married an LMS missionary. In 1808, she and her husband went to Huahine virtually while still on honeymoon, adding her own bit of color to Pacific stories when the captain of the mission vessel shot himself at the end of the voyage at Matavai Bay for love of her. By the 1820's, the Wesleyans were in Tonga, and the first Catholic missions to Fiji arrived in 1844, although the Catholic church was much, much earlier arriving in parts of Micronesia.

Many island communities initially welcomed contact. Notoriously, they appreciated the value of guns as a currency of trade for commodities which Europeans were seeking. It was the use

of guns which allowed Charlie Savage to survive and establish his position at Bau. Guns came to be used against European invaders as islanders became more wary, partly because of the incursions of *blackbirders*, politely called the labor trade or indentured labor recruiters, and you hear of locals striking back. Some island groups had a reputation for a savage culture from the start; confirmed by modern historians. Local retaliation led to allegations of perfidy and treachery, from a European viewpoint; but I am on the locals' side. Whatever the reasons, you get tales of missionaries on the menu adding to the heady mix of Pacific exotica of the fiction writer. Beatrice Grimshaw quotes a paragraph about what is modern Vanuatu in her book, *From Fiji to the Cannibal Islands* (Grimshaw, 1907, pp. 172-3), obviously written as a joke to amuse ship's passengers, but allegedly not so very far from the experience of Pacific life by some Europeans.

> NEW HEBRIDES GROUP. - Most eligible residence for gentleman's or trader's family, now in the market. Exceptionally well situated on the summit of an island 1800 ft. high, with splendid outlook over the adjacent cannibal country. The residence is well out of poisoned-arrow range, and two hundred yards out of shot of Tower muskets, but tenants possessing magazine rifles can enjoy excellent native shooting from their own door. The mansion is thoroughly up-to-date, and is replete with every modern convenience, including bullet-proof bedroom shutters, excellent hurricane shelter, and handsome, airy fever ward. Good dynamite fishing all round the estate. Monthly post, and yearly man-of-war. The punitive expedition season is full of picturesque interest, and mixed Governments flourish luxuriantly all the year round in the circumjacent country.

Admittedly, this was written during a period of turmoil in the New Hebrides. Anglo-Australian writer Alexander Macdonald, in his novel *The Island Traders* (1909) captures the atmosphere in that area at that time, in a novel set in a country called New Scotia. This novel was very much in the R.M. Ballantyne tradition and of the same sort as many boys' adventure stories previously published by Blackie of London. There are overtones of British imperialism, with a strong bias against the French gaining a stronger foothold in the Pacific (Dixon, 1995, pp. 121-123).

With European ties to and connections with the Pacific, it is not surprising that the Pacific found its way into fiction writing fairly early. If you take account of the eastern Pacific, you find as early as 1719 one of the classics, Defoe's *Robinson Crusoe*, appearing. It is reported that reading this as a boy led to the young Matthew Flinders going to sea. He later circumnavigated Australia in 1802-3 and some of his charts are still in use today. (Wantrup, n.d., p. 133). The story was based on the experiences of mariner Alexander Selkirk on Juan Fernandez, but reset at the mouth of the Orinoco.

Another early title is Jonathon Swift's *Gulliver's Travels* (1726), which demonstrates the ignorance of specific detail of the southern hemisphere in the early eighteenth century; Gulliver's latitudes and longitudes have him traveling across the sea in Tasmania, and Lilliput is well into the Australian desert. Brobdingnag, is located on the west coast of North America.

Some Pacific islanders were also going to Europe. One such was a Palauan known as Lee

Boo, who died and was buried in London. There is a book written about him, *The History of Prince Lee Boo, a Native of the Pelew Islands* (Figure 1). There was also a stage play about Lee Boo in the 1830's.

THE

HISTORY

OF

PRINCE LEE BOO,

A NATIVE

OF THE

PELEW ISLANDS.

SEVENTEENTH EDITION.

LONDON:

PRINTED FOR JOHN HARRIS,

CORNER OF ST. PAUL'S

1827.

Figure 1. *Title page and frontispiece from the 17th ed.*

Johann Wyss wrote *The Swiss Family Robinson Crusoe, or the journal of a father shipwrecked with his wife and children, on an uninhabited island* (Zurich 1812-13; English edition, 1814), to give it its full English title, where the adventures are launched by the family being cast away on a voyage from England to Tahiti. *Masterman Ready* (1841) by Marryat attempted to balance some of the fantasy and inaccuracy of Wyss, but to be uplifting. A much later title, but adhering to the tradition was Viscount Hastings' children's book, *The Golden Octopus* (1928). Then there is *A Voyage Through the Islands of the Pacific Ocean; Compiled from the Most Authentic and Recent Discoveries* (London, printed for CJG & F Rivington, booksellers to the Society for the Promotion of Christian Knowledge, 1831; reprinted by permission of the Society for Promoting the Education of the Poor in Ireland). This fictional account is of a voyage by Captain Campbell and James Morris among Pacific islands.

Herman Melville's *Typee* (1841) and *Moby Dick* (1851) had some basis on his having lived in the Marquesas for four months.

The Pacific setting in fiction was usually idyllic. The lush environment, the reported kindness

and friendliness, and the seemingly easy lifestyle of the inhabitants of places such as Tahiti gave scope for picturesque fantasy. That some of this was an illusion was of course not known to the reader. Tahiti, for example, was embroiled in disastrous wars by 1809. Stevenson reports some of the wars in Samoa at the end of the nineteenth century, but voices such as his were insufficient to change the image. Cyclones, tropical disease and such were treated lightly.

A number of the earlier writers such as R.M. Ballantyne had never been out of Europe. Their works demonstrate a faulty knowledge of the Pacific. Some are pure fantasy, using the Pacific as a utopian background. Some, such as *The Lonely Island* (1880) were based on events known to the reader (Figure 2).

Their illustrators show this as well, in earlier titles frequently depicting all Pacific peoples with frizzy hair. Some are pure fantasy, using the Pacific as a utopian background. Of course the reader, too, did not know, which has been responsible for misconceptions about the Pacific to this day. Writers used accounts by travelers such as Grimshaw, and reports such as one by missionary Thomas Williams as sources. Ballantyne used J.S. Jenkins *Recent Exploring Expeditions to the Pacific and the South Seas* (1853) for some of his material, and John Williams' *Narrative of Missionary Enterprises in the South Sea Islands . . .* (1837). Later writers stole portions of Ballantyne and others. James "Skip" Borlase utilized an early anonymous account of a voyage across the Pacific. Albert Dorrington wrote two Pacific titles, *Our Lady of the Leopards* (Sydney, 1911) and *A South Sea Buccaneer* (Sydney, 1911), both featuring Bully Hayes, and both reportedly owing a lot to the work of Louis Becke.

Ballantyne, author of *The Coral Island*, published in 1857, (which was my first Pacific book - given to me by my father) is quoted by Quayle in his *Collector's Book of Boys' Stories* (Quayle, 1973, p. 54) in his "Personal Reminiscences in Book-making," (1893) as saying

> ". . . despite the utmost care of which I was capable, while studying up for the *Coral Island*, I fell into . . . a blunder through ignorance in regard to familiar fruit. I was under the impression that cocoa-nuts grew on their trees in the same form as that in which they are usually presented to us in grocers' windows - namely, about the size of a large fist with three spots, suggestive of a monkey's face, at one end. I sent one of my heroes up a tree for a nut, through the shell of which he bores a hole with a penknife and drank the "lemonade" . . . but in fact the cocoa-nut is nearly as large as a man's head, and its outer husk over an inch thick, so that no ordinary penknife could bore into its interior!

Ballantyne has a lot to answer for; I remember my first coconut off the tree - and the green milk is nothing even like lemonade. My expectations were conditioned as a child by what I had read of the boys drinking (most of his heroes were manly boys).

Some of the fiction has remained buried in contemporary newspapers and periodicals as serials. One such is *My Adventure and Researches in the Pacific*, by "A master mariner," published in the *Australian Town and Country Journal* in 1870-71, and to be published next year as a monograph, edited by Dirk HR Spennemann and Jane Downing. It is the editor's belief that the unknown author displays a first-hand familiarity with the Pacific, including

Figure 2. *Title page and frontispiece from The Lonely Island by R.M. Ballantyne.*

Micronesia and its people. Here are some quotes:

> Guam is a pleasant little Indo-Spanish city, with a battery of six pieces and a cathedral with a funny top, and a windmill and a pompous governor of (if you believe him) the bluest blood of old Castile, and good kind nuns, and friars in shovel hats, and a happy, black-eyed, olive-skinned, saint-worshipping, cigarette-smoking, garlic-smelling population. ... These last, having myself seen, I propose to give some description of. The island of Ascension, or Panipe; (known also as Fanipe, Fanope, Panibe, Bornabi, and other corruptions of the same name), is one of the most easterly, and, above all, the most remarkable of the Caroline Archipelago. Being nearly 3000 feet in height, with a circumference of sixty (some say eighty miles), it is visible at more than ten leagues. It possesses numerous streams, several convenient harbours, a soil of marvellous fertility, and a (once large) population of intelligent, comely, and (once) well-disposed barbarians; but whom several generations of acquaintance with foreigners of the most ruffianly and lawless stamp, have contributed to render preeminently treacherous, deceitful, and dangerous to live amongst.

Ballantyne in turn probably influenced R.L. Stevenson, at least for *Treasure Island*. Stevenson is perhaps the most famous of the Pacific writers. *The Sea Cook, or Treasure Island*, usually known as *Treasure Island* (serial 1881-2, book 1883), was written before Stevenson had been to the Pacific. There is *The Wrecker* (1892), written with his stepson Lloyd Osbourne, partly in Sydney in 1890, which as well as Pacific color, includes travels through other parts of the world, very much in the nature of Stevenson's Scottish novel *Kidnapped*.

Stevenson travelled the Pacific for his health from about 1883-89 and settled in Samoa in 1890. Late in his life he wrote a number of Pacific stories. Some of Stevenson's later fiction, such as *The Beach of Falesa*, a part of his *Island Nights' Entertainments* (1893) was written in 1892-3 before his death in 1894. It is set in Samoa, where he spent the rest of his life and centers around a trader, as so many Pacific novels do. The narrator is trader John Wiltshire, who moves to Samoa from a remote island. He observes the change and personal deterioration which seems to have typified the lives of many of the trading community. Wiltshire cannot cope with some aspects of the environment (a not unusual experience for Europeans to this day), and becomes a tragic figure of decay.

Jack London, too, travelled the Pacific for his health, then used it as a background. London arrived in Sydney to consult a doctor at the time of the Burns/Johnson title fight in 1908 and reported it for the press. Anthropologist Kenneth Emory traveled with him.

A later evocation of Samoa comes from Somerset Maugham in the famous *Rain*, sometimes known as *Sadie Thompson*, which was published among several other short stories with a Pacific setting. Written in 1920, following a journey to Samoa in 1916, *Rain* is evocative of European life in Samoa, and of the place, to the point where on a visit to Samoa (even though *Rain* is set in Pago Pago) I found myself seeing some of what Maugham saw in Samoa. Robert Graves gets into the later period, with a novel set in the Solomon Islands, *The Isles of Unwisdom* (1950).

Fiction can cover a multitude of types of narratives, with adventure, romance and crime

perhaps being the main ones. Pacific or South Seas fiction tends to be adventure, using the setting and its peoples to create variety. For some reason, there is not as much Pacific detective fiction. Some fiction, from the late nineteenth century onwards, has crime or evil, sometimes even a detective, with detection and punishment a sub-plot. What there is, such as *Who Killed Netta Maul?* (1941), can be heavy going. Trading voyages and the adventure which goes with them, blackbirding, whaling, pearling, sandalwooding are commoner. Romantic fiction, frequently set around a beautiful, noble, island girl and a bedazzled European man tends to come later.

The Pacific has one kind of fiction almost its own -- the missionary story. Most of it I find rather poor. The right of Pacific people to resist the missionaries' message is not always recognized. Often consciously politically correct in terms of the attitudes of church congregations at home, the text of such fiction can be arrogant towards those whom the missionaries claim to be saving.

When you incorporate a real knowledge of the Pacific with consummate story-telling, the result is riveting. One excellent writer drawing on personal experience is Louis Becke (1857-1913). Becke went to sea and became supercargo -- a sort of on-board shopkeeper/ trader/ purser -- for the notorious "Bully" Hayes. During his travels, he had a number of hair raising adventures and became acquainted with characters and places about which he later wrote so graphically. He was arrested by the captain of HMS *Rosario* for piracy because of association with Hayes. The charges did not hold up, and shortly after he returned to land, he ended up in north Queensland, where he joined a newspaper office.

Becke's first story appeared in May of 1893. His first book, *By Reef and Palm* (1894) was of his short stories, which incidentally had a stirring jingoistic introduction. This was by the Earl of Pembroke, who as "The Earl" jointly wrote a book of Pacific travel with "The Doctor," *South Sea Bubbles*, published in Melbourne, New York and London in 1872. *By Reef and Palm* roves the Friendly Islands, Samoa, the Line Islands and the Carolines -- these being Hayes' *annual round* aboard the *Leonora* from his home with Mrs. Hayes and their children in Apia.

In 1894, Boldrewood published Becke's his only Pacific title, *A Modern Buccaneer*. Although there is no acknowledgment, this was substantially an account by Becke of Hayes, sold to Boldrewood for twelve pounds ten (about $60 then) as working material for the *Buccaneer*. However, Boldrewood used it substantially unchanged, causing Becke to complain, with no great success beyond a public apology in the Sydney *Daily Telegraph* of November 3, 1894, which was negotiated for Becke by his lawyer, the poet A.B. Paterson; and an apology from the publisher at the front of the next (and last) edition. Probably there was little other redress, as the work is marked Copyright Macmillan, the publishers. It appears never to have been reprinted after 1894. A friend and I plan to re-publish the *Buccaneer*, giving the authors as Becke and Boldrewood, in the next year or so.

My guess is that the principal characters "Hilary Telfer" and "Captain Hayston" are Becke and

Hayes. The indications that it was not Boldrewood's work are clear. The writer has knowledge of local conditions, and a sense of Pacific community for both islanders and Europeans. The observations of custom, etc. are seemingly first-hand; Boldrewood had never been there. Becke's first wife was Tuvaluan, from the former Ellice Islands.

Becke also had views on the hazards of European contact, as in "The Good Old Times (from a Micronesian point of view)," a story published in his *Notes from my South Sea Log* (Becke, 1905, p. 37) when Sru, a Ponapean, says:

> ". . . Did not our good friend here warn him that it was an ill thing for a man of Ponape to wear heavy clothes once a week, and then wear but a girdle for the other six days; And he being a fool, and in terror of the white missionary - who is but another money-eater like Nanu - took no heed, and died of the cough and the rotting away of the chest, as two hundred other men have died in Ponape!"

The *Buccaneer* has chapters covering Tonga, Samoa (local warfare), trading including guns, and places as they were. The Marshalls (Mille on the east side of Radac, otherwise known as Mulgrave Lagoon), Pleasant Island (Nauru), Ocean Island (Banaba), the Gilberts (Kiribati), the Carolines and also Norfolk Island and New Britain are visited. There is blackbirding to Samoa from Melanesia.

Once back in Sydney, Becke was contracted to write for the ever-alert A.C. Rowlandson of the New South Wales Bookstall Company. The cover of the Bookstall title, *Bully Hayes, Buccaneer* (1913) includes a drawing of Hayes. This was put together by artist Norman Lindsay, who was a grandson of Fiji missionary Thomas Williams, from discussions with Becke, whom Norman also included in the group of figures on the cover (Figure 3).

Again we find short stories with Hayes as the link. *Bully Hayes*, published just before Becke's death, was his last book, completing a circle, as he published very little about Hayes after 1894. Other books of Becke's include *The Pearl Divers of Roncador Reef and Other Stories* (1908) and *The Ebbing of the Tide* (1896). Becke wrote in total about 27 books of fiction. They were largely in short story format and have appeared repeatedly in other collections.

Beatrice Grimshaw's (1870-1953) life, like Becke's, reads like fiction. Grimshaw wrote promotional material for shipping lines, non-fiction, and over 50 novels, nearly all of them set in the Pacific. Grimshaw left her native Ireland and was in the Pacific by 1904. She was living in Madang by 1907. A confidante of Hubert Murray, the Administrator, she held sway in Papua for over twenty years, sending her manuscripts mostly to her agent in London. She never married, and in 1906, with two Fijians, crossed Viti Levu on horseback, writing about it in *From Fiji to the Cannibal Islands*. Not an easy trip even today, then it was not 30 years since the fierce colonial wars in the interior of Viti Levu against the British. She seems to have been a gritty, imperious woman.

Three of her books in mid-career she sent to the NSW Bookstall, *White Savage Simon* (1909),

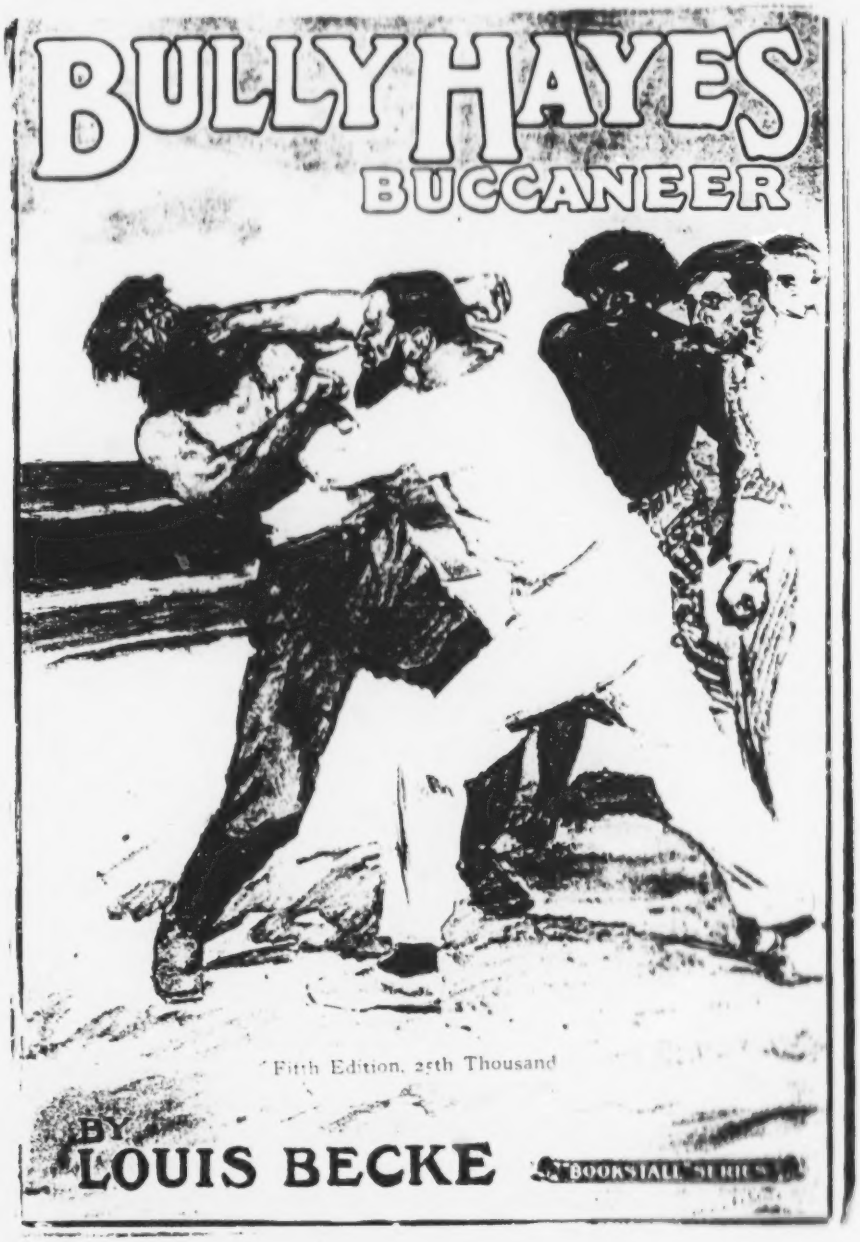

Figure 3. *Front cover from the 5th edition of Bully Haynes Buccaneer.*

Queen Vaiti (1920) and *The Coral Queen* (1919), probably being invited by them to publish because she had had some exposure as a writer of serials in periodicals like the *Lone Hand*.

The *Coral Queen* traces the exploits of Eve, a young conventional woman who through various adventures with dubious characters, becomes a major player in the world coral market, only to

have her sources destroyed in an earthquake, and to have to shed her imperious "Coral Queen expression" (Grimshaw, 1919, p. 254), which the husband whom she marries during the book did not like, and melt into his arms in the last paragraph (Figure 4).

Figure 4. *Front cover of the Coral Queen.*

Queen Vaiti describes the career of a woman who had a Polynesian mother and English father. Vaiti is an imperious person; one who knows her own mind, competent with a schooner and given to extravagant silk dresses, with a dagger hanging off her belt. A thoroughly bad lot, she speaks broken English. She has adventures with pearl pirates, becomes wealthy by blackbirding and gun-running with her equally bad-lot English husband. She is probably based on Queen Emma - Emma Coe, successively Tue Malietoa, Mrs. Thomas Farrell, and Mrs. Paul Kolbe, a part-Samoan with an American father, who for a period ran a trading empire in the Pacific. Other people wrote of Queen Emma, notably Geoffrey Dutton in *Queen Emma of the South Seas* (1976). Vaiti and her husband die on the last page -- having sailed across a submarine volcano, which destroys the vessel and them with it -- it is not stated where, but Grimshaw was familiar with the submarine volcanoes of the New Hebrides. Emma died in Cannes, France.

The *Bookstall Series* title *White Savage Simon* is illustrated as is *Queen Vaiti* by Percy Lindsay. It too is a group of short stories, probably in that form with an eye to the magazine serial market, or because they were written for that market and then collected. It is set on the imaginary island *Tiri* and it mentions the Savage Island (Niue). Simon lives as a Papuan from the age six to 16. He then goes to *Tangaroa,* which a footnote indicates (Grimshaw, 1909, p. 82) is recognizable. Grimshaw also shows her familiarity with the expatriate life in the region She speaks of decorating island living rooms with spars, paddles, chains of Niue shells, mats with "horrible coloured fringes of trade wools," a clam with a fern in it, a tapa table cloth, "island silk-cotton" cushions, kava bowl and a model canoe. (Grimshaw, 1909, p. 83). This still happens, probably because so many European residents bring little baggage with them to the Pacific.

There is first-hand knowledge in Grimshaw, as described in *Queen Vaiti* (Grimshaw, 1920, p. 152) when an island administrator has an afternoon sleep:

> If you lie in a hammock in the midst of a hot season afternoon, latitude hardly anything S. time December, you are quite sure to fall asleep before long, and to wake up by-and-by half stifled with drowsiness, drenched with perspiration, and generally much hotter and more uncomfortable than you were when you dozed off.

Grimshaw is not all good. I think she was tolerant for her time, particularly for a woman. Good natives and good Europeans marry their own kind. Unlike the heroes of Harold Mercer and S.W. Powell, who were fellow Bookstall writers, her heroes never go native. Interracial marital arrangements are made only by villains or down-and-outs. Part-Europeans like Vaiti are often villains.

The Bookstall was active in the heyday of Pacific fiction in Australia. J.A. Barry's *South Sea Shipmates* (1914), is another book of short stories united by a theme. Included are stories on taking recruits back to the Solomon Islands and fights on the ship with the Solomon Island men. Another is set around a treasure hunt at Santo which went wrong. Mostly, the setting is superficial and could have been written by anybody.

J.M. Walsh, another Bookstall author, wrote Pacific fiction as part of a larger output of nearly

50 titles over 30 or so years. For the Bookstall, he wrote his first, *Tap-tap island* (1921). In 1925, we find his *Overdue, a Romance of Unknown New Guinea*, published by the Bookstall's cheap hardback imprint. In 1929 and 1930 as H. Haverstock Hill, he published several novels set in New Guinea. Later came *Island Alert*, a spy story set in "Viti," obviously Fiji, during World War II. I do not know if Walsh spent much time in the Pacific, although to judge from this work he had been to Suva, a fairly common experience for travelling Australians.

Born in London, S.W. Powell lived in the Pacific and later moved to Australia. His first wife who died was a Tahitian, her death causing him to leave Tahiti. His Bookstall work features many of the regular Bookstall illustrators. *The Great Jade Seal* (1921), *The Hermit Island* (1921), and *The Pearls of Cheong Tah* (1922) were illustrated by Vernon Lorimer.

Australian based Englishman Ralph Stock's *Recipe for Rubber* (1912), originally appeared as a serial in the *Lone Hand*. Stock had been wrecked off Norfolk Island in the early 1920's with his sister. This in turn was one inspiration for Norman Lindsay in writing his novel *The Cautious Amorist* (1934), a typical *castaway* novel, mainly about the interrelations of those brought together on an island by shipwreck.

Even an aesthete like Martin Boyd contributes to Pacific fiction. His *Nuns in Jeopardy* (1940) is another tale of the aftermath of a shipwreck on a remote island. Busy *Bulletin* writer Harold Mercer published *Amazon Island (a Romance of the Pacific)* (1933). This described an island state ruled by women, and was pure fantasy. Mercer probably had no experience of the Pacific.

Ernest Osborne, a former Pacific trader, published *The Copra Trader* (1924), *The Plantation Manager* (1923) and *South Sea Salvage* (1926). Claude Wynn published one title, *Princess Naidi's Fetish* (1921). Likewise, Cecil Ross-Johnson, former private secretary to the Administrator of British New Guinea around 1907 published *The trader, a Venture in New Guinea* (1912).

Guy Boothby wrote about the Pacific in passing. Places visited in his books include Tahiti, New Guinea, and the *south seas* in a less specific way. In *An Ocean Secret* (Boothby, 1904, p. 10) he sums up much of the attraction of the Pacific, as perceived by writers:

> . . . it was "The Home of Romance," the World's Fairyland, in fact! I dreamt continually of enchanting Islands - of maidens more than fair - of pleasant sea fronts where the palm trees rustle their leaves and the sand upon the beaches is always warm, and the little waves creep in as if they are afraid that their noise will break the stillness and the general harmony.

An Ocean Secret opens in the Pacific, and relates adventures with pearl poaching in New Caledonia, later moving to Europe to deal with the consequences. Then there is *In Strange Company; a Story of Chili and the Southern Seas* (1894), one of his earliest books. This adventure story covers a voyage from Chile across the Pacific, via Tahiti, of a scoundrel, Marcus Veneda, *aka* Marmaduke Plowden. The Pacific content is minimal, and could have been written with no knowledge.

Will Lawson, a man who knew the sea and the Pacific, wrote several books with a Pacific connection. *In Ben Boyd's Day* (1939) he mentions the Solomon Islands in the context that Benjamin Boyd had his island headquarters on Guadalcanal, when he disappeared. Another title was *The Laughing Buccaneer* (1935), which features Hayes as the main character.

With the rise in interest in what was happening in the Pacific during World War II, the adventure genre acquired a new element; the war story with a Pacific setting. Perhaps the most famous is Michener's *Tales of the South Pacific* (1947), which provided the basis for the Rodgers and Hammerstein musical *South Pacific*. But World War II is outside the period which I have set myself. For me, Pearl Harbor in 1941 is the end of an era in the Pacific.

As I said, it is a fascinating pursuit to follow European perceptions of the Pacific in fiction. There are ever so many more authors whom I have not mentioned; Jules Verne, Nordoff and Hall, Elinor Mordaunt, Pierre Loti, W.H.G. Kingston, William Golding, Morris West, Joseph Conrad, Ernest Favenc. Armine von Tempski's *Judy of the Islands* (1942) was mentioned yesterday by Maradel Gale. For the right library or person, the collecting potential is endless.

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